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## MANUAL OF EXERCISES

— 114 —

# PHYSICAL TRAINING

### PART TWO

For Grades V, VI, VII, VIII

Prepared by CARL ZIEGLER, M.D., B.S.G.  
Supervisor of Physical Training and Hygiene  
Cincinnati Public Schools



CINCINNATI, OHIO  
September, 1914





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## INTRODUCTION.

This manual is intended as a guide for the teachers, and is planned to enable them to give the gymnastic lessons in such manner that the pupils will receive the greatest amount of benefit.

In undertaking the preparation of this manual, I considered carefully the difficulties to be overcome in attempting to meet the different conditions existing in the various schools. I realized, too, the need of meeting the many demands made upon the Physical Training Department, for pleasant and effective exercises, as well as for a variety of work.

Since those who do the actual teaching are the ones who should understand the needs and conditions best, all the members of the Physical Training Department were called in conference. This book embodies many features suggested by their experience.

It is only when we attain correct and energetic execution on the part of the pupils, when teachers and pupils alike have grasped the purpose of each exercise, so as to be able to detect and correct faulty execution, that we may hope for those results which alone justify teaching this subject.

In order that the greatest possible good may accrue to the pupils, the teachers must thoroughly acquaint themselves with the subject matter. The "Instructions to Teachers," the descriptions of the exercises, the manner of giving commands, as well as the lessons which are to be given, must be carefully studied.

Teachers must also observe closely the work of the special teachers, and learn the best methods of giving a gymnastic lesson. In this way they will learn to use to the best possible advantage the limited time allowed this subject. The lessons must be memorized so that they can be given without reference to the book.

There must be a regular time in the daily program for the exercises, and at this time the complete lesson should be given.

The conditions under which the work is conducted in the regular class room are not altogether favorable. For this reason the success of the lesson will depend largely upon the attitude of the class teacher. The fidelity and faithful coöperation of the teachers and those in charge of the schools will determine the results attained.

This manual contains fifty lessons, each of which is intended to be for two weeks. Each grade will use twenty lessons, as follows:

Fifth Grade — Lessons 1 to 20; Sixth Grade — Lessons 11 to 30; Seventh Grade — Lessons 21 to 40; Eighth Grade — Lessons 31 to 50. Teachers may review previous lessons at their discretion, but should

always leave the new lesson for the special teacher to present for the first time, unless otherwise instructed.

The work of these grades consists of calisthenics, dumb-bell and wand exercises, and rhythmic steps. Games for the playground, some of which may also be used in the school room, and a list of "Folk Dances," suitable for each grade, are appended. These are to be used at the discretion of the teacher.

The "Relaxation Drills" found on the pages preceding the term's work should be given at frequent intervals throughout the day. They are composed of vigorous exercises that will stimulate the heart and lungs and relieve the cramped condition of the muscles. The time for these, whenever taken, is not to be considered as a part of the time allowed for regular physical training.

The "Mimetic Exercises" which are embodied in the various lessons should appeal to the children. They are good gymnastic material when done in exact imitation of the things they represent, but their beneficial effect will be lost by trifling and indifferent execution.

Since exercise in the open air is much more beneficial than that indoors, teachers are strongly urged to give their physical training lessons in the school yard whenever possible.

The drawings, which I believe will be appreciated by all who use the book in the class room, were made by Dr. Robert Nohr. "They may not be artistically correct," he says, "but they will help the teachers to understand the text and will give them a better idea of the correct positions."

Dr. Robert Nohr, Mr. Ernst Thoma, Miss Edith Grebner and Miss Sophie Eid rendered valuable assistance in the preparation of this manual, and are deserving of the thanks which are hereby expressed.

That this manual will meet with the approval of the teachers, and accomplish the end for which it is intended, is the earnest wish and sincere hope of the writer.

CARL ZIEGLER,

*Supervisor of Physical Training and Hygiene.*

CINCINNATI, Ohio, September, 1914.

## THE PURPOSE OF GYMNASTICS IN SCHOOLS.

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A discussion of the question whether physical training should or should not be taught is not necessary. It is generally conceded to be an essential part of school work. A brief statement of facts is, however, deemed advisable in this place.

One of the evils consequent to school methods is the long confinement of the pupils, often in large numbers, from five to six hours per day. The very nature of our school organization requires that the pupils sit quietly at their desks during the greater part of this long period, and as the desks are often ill-fitting and out of proportion to the size of the pupils, much physical harm results. The immediate results of this sedentary life are disturbances of many natural functions: Digestion and nutrition are impaired, the respiration becomes shallow, the circulation is retarded, and soft and rapidly-growing bony structure is pressed upon and distorted, thus causing deformities.

To counteract these evil tendencies, to some extent at least, physical training has been made a part of the school work in nearly every large city.

*Good posture* is essential to the proper development of the vital organs, especially those in the chest. The exercises contained in this manual have been arranged with the special aim of producing good posture and graceful carriage.

Muscular work stimulates the different organs; the heart beats become more rapid and stronger, respirations more frequent and deeper, and the digestion is improved. In addition to this, well-regulated exercise brings about a straightening of the various limbs and the muscles of the body are strengthened and so prevent deformities.

The educational value of physical training must also be taken into consideration. Through properly-conducted daily exercise the pupils are led to think more of their physical condition. Their attention is directed to the many things that help to undermine health, and they are taught to appreciate the value of a strong, well-proportioned body, and to detect their shortcomings in this respect. The habit of exercise thus formed often continues in later life.

The direct training of the motor nerves insures better coördination, resulting in a lesser expenditure of vital energy, in all kinds of muscular work, which thus produces graceful movements. Of equal importance with the motor training is the training of the inhibitory powers. To suppress the natural desire for motion, inherent in all persons, is one thing, but to train the will so as to control the many involuntary movements is quite another. Both forms of nerve training must result from all properly-conducted physical exercises.

## INSTRUCTIONS AND SUGGESTIONS.

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Before beginning the lesson be sure that the air in the room is pure, or will become so before the lesson is far advanced. *Ventilate the room thoroughly.*

Insist upon the pupils removing overcoats, overshoes, cloaks, and wraps of all kinds. Impress upon them the evil effects of wearing such things indoors, as well as of the wearing of tight-fitting garments of every kind. Have the boys unbutton their coats.

The minimum time to be given for this subject is fifteen minutes per day. This should be given at one period, preferably in the middle of the afternoon session. The whole lesson as outlined should be given at this time.

Each complete lesson consists of: (a) The march to places. (b) Several preliminary exercises, consisting of facings, starting positions, etc. (c) The exercises contained in the lesson. (d) The breathing exercise. (Where the air in the room warrants.) (e) The march back to seats.

Be precise in giving commands. Give every new exercise by command. If necessary, repeat several times before beginning to exercise in rhythm. When the class is exercising in rhythm count the different movements of the exercise; as, 1-2, if two movements compose the exercise, and 1-2-3-4, if the exercise is composed of four movements.

Do not *require* pupils to memorize the lesson.

Repeat each exercise six to ten times, according to the muscular effort required.

The lesson must be given in an energetic and lively manner. A brisk rhythm should be used when an exercise requires the movement of only a small muscle group, but a slower rhythm must be used as the movements become larger and more complex. Let the exercises follow each other as quickly as possible, *i. e.*, do not waste time in correcting individual pupils, or in making lengthy explanations. Remember that the prime object is exercise. Keep the pupils busy. To show an exercise once is better than many explanations.

To get the best results the teachers must memorize the lesson.

Insist on good posture at all times, as well as on correct and energetic movements.

When a musical instrument is available, it may be used, so long as the pupils exercise with that vim and vigor which characterize efficient work. The movements must not be permitted to become mechanical.

Exercises may be given: (a) by command; (b) by count; (c) in rhythmic succession.



(a) All new exercises must be given by command, in order that the pupils may fix the movements in their minds. The command for each part of the exercise should be given separately, as, "Arms forward — Raise!" "Arms — Down!"

(b) If an exercise is difficult, it should be repeated several times by command, or numbers may be substituted for the commands, but there must be a command or count for each movement, the pupils moving only by the guidance of the teacher. The counts may be given at longer intervals or in rapid succession as the occasion demands, but without any attempt at rhythm.

(c) After an exercise has been learned it can be executed in rhythmic succession. The rhythm is indicated either by counting, by tapping with a pencil on the foot, or by music. The former is preferable, for, by accenting the various counts, the pupils are inspired to more vigorous and energetic movements. The rhythm should vary according to the exercise. A simple exercise may be executed more rapidly than one which requires the coördination of a large number of muscles, or one in which there are large movements of the whole body. Ordinarily the rhythm should be about march-time, but trunk exercises should be about half as fast. Exercises may also be given in double or quadruple time, the pupils moving on the odd numbers, or on the first of four counts, holding the position during the even counts or from 1-4, as the case may be.

When an exercise is to be executed in rhythmic succession, give the command: "In time — Begin!" and immediately begin to count: "1-2," etc. When the exercise is to cease give the command "Stop!" instead of the last count; as, "1-2-3-4, 1-2-3-Stop!" If the pupils are marching use the command "Halt!" Give the command "Halt!" when the pupils are placing the *right* foot. They should then take one more step with the left foot, and stop with the right.

When an exercise requires a starting position give the command for that before giving the command for any part of the exercise. If the starting position is fatiguing, and if there are several exercises which require the same position, give the command to resume the fundamental position after each exercise, in order that the affected muscles may be momentarily relieved from the strain.

The exercises of a lesson should follow each other in quick succession and explanations and corrections should be as brief as possible. When the class is exercising in rhythm the teacher may make corrections by calling the attention of individual pupils to errors without stopping the work of the class; as, Willie, hold up your head; Mary, stretch your arms; George, you are bending the wrong knee, etc. Stop the class for corrections only when a number of pupils are at fault. Remember that it is often better to commend a pupil who is doing well than to find fault with the one who is in error. Therefore it is sometimes advisable to let one who does an exercise correctly show the class how well it can be done. Call attention frequently, especially before beginning the lesson, *to a good standing position.*

A straight-line drawing of an exercise will often help the pupils to understand the same.

As it is impossible to see all the movements of all the pupils from

the same place, the teacher should move about, to different parts of the room. A side view of the class will often reveal errors that are not visible from the front.

Pupils who do their work poorly should not stand at the front of the class. Imitation is a large factor in education, and the pupils should therefore see good models. A self-conscious pupil will often work better when standing behind the others than when directly under the eye of the teacher.

After the different exercises have been mastered, much time can be saved by changing from one exercise to another without stopping, the teacher giving the command for the next exercise while the class is working, and then giving the command "Change!" on the last count of the exercise which the class is performing. This changing from one exercise to another, or a movement from one side to the other, or alternating two exercises that are similar, should be done without pause.

The special teachers will visit each class once in two weeks to teach the new lesson. The Supervisor will visit each room at least twice a year to see how the class teachers conduct the work. At these visits he will take note of the following points:

The manner of giving the lesson; clearness and accuracy in giving commands; promptness, correctness and vigor of execution; *posture*.

## COMMANDS.

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The proper giving of the commands is of the utmost importance. Upon the ability to give commands depends largely the success or failure of the teacher. The motor activities as well as the inhibitory powers are developed by the prompt response to well-given commands, while the tone of voice and the emphasis determine largely the amount of vigor and energy the pupils put into their work. Therefore every teacher should make it a duty to acquire the habit of giving commands correctly.

Every command has two parts: "Explanatory" and "Executive." The first part, in which the class is informed of what it is to do, should be as terse and precise as is consistent with clearness, and should be in the form of a complete sentence, conveying clearly the idea of the movements to be executed. Thus, "Raise arms forward" is the first part of a command. To complete the command the second or executive part is necessary in order that the pupils may know when to raise the arms. For this part of the command the verb which indicates the movement is generally used, but a number may be used instead; thus: Raise arms forward—one!

When using the verb as the command of execution, it is well, in order to avoid repetition of the word, to use the inverted form, placing the verb last, thus: Arms forward—Raise! If the movement be compound, *i. e.*, if two or more parts of the body are to be moved at once, use the last verb for the command; thus: Raise left leg and arms forward—Stretch!

The explanatory part of a command should always be given in a clear and distinct manner. Then there should be a pause. This is followed by the command for execution, which should always be given in an accented and forceful manner.

The call for "Attention" should be used sparingly, it being presumed that the pupils are continuously attentive. When the word is used, it should be in the manner of an executive command.

When an exercise is to be discontinued use the command "Stop!" or "Halt!" in as decisive a manner as a command of execution.

In specifying direction, movement, or part of the body, the teacher should always use the exact term; as, forward, backward, upward, raise, thrust, stretch, left leg, right knee, etc., so that the pupil will not be in doubt as to the meaning of the command.

In this manual all technical terms are avoided. The term "Bend-knee-step," which is used, is a contraction of the sentence: "Bend (right) knee and step forward with the (left) foot." This contraction gives us "Bend-knee-step forward left."

The use of the suffix "ward" in connection with the word side, giving "sideward,"\* is used for the sake of uniformity with upward and forward.

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\* See Standard Dictionary.

## EXPLANATION OF POSITIONS.

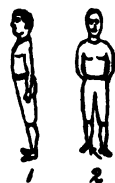
### A.—FUNDAMENTAL POSITION.

The position for exercising should always be an erect one, or what is commonly known as that of the soldier. The heels and knees should be close together; the toes turned outward to an angle of about  $90^{\circ}$ ; the body, erect and well balanced upon the hips, should be inclined slightly forward, so as to throw the weight a little more upon the balls of the feet than upon the heels; the chest active; the shoulders level and well back; head erect and eyes forward; arms at the side, with the fingers touching the thigh a little behind the middle line. *Command: Position—Stand!* Fig. 1.

If it becomes necessary to allow the pupils to stand in any other position, give the command: *In Place—Rest!* Fig. 2.

The pupils will then place the right foot backward, clasp hands behind, and stand in an easy but erect attitude.

The teachers should at all times insist upon the pupils standing in a proper position, whether for exercising or for recitations.

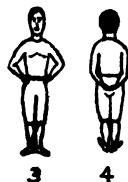


### B.—STARTING POSITIONS.

A large number of exercises are executed from the "Fundamental Position"; for others it may be necessary or desirable to have the arms or legs in a certain position from which to begin the exercise. These are called "Starting Positions."\* They are as follows:

(a) *Hands on hips—Place!* Fig. 3. *Hands—Down!*

The hands are placed so that the palms rest upon the crest of the ilium, fingers closed and directed forward, thumbs backward, shoulders and elbows well back. The forearm and hand should form a straight line from the elbow to the finger tips.



(b) *Hands behind—Clasp!* Fig. 4. *Hands—Down!*

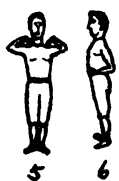
The hands are clasped behind, fingers interlaced and the palms touching, the elbows extended and the shoulders drawn back.

(c) *Hands on shoulders—Place!* Fig. 5. *Hands—Down!*

The arms are raised outward and bent so as to bring the hands above the shoulders; the elbows are directed sideward and on a line with the shoulders; the wrist and hand are slightly curved.

(d) *Arms for thrusting—Bend!* Fig. 6. *Arms—Down!*

The arms are bent to an acute angle, elbows well back, forearm horizontal, upper arm inclined backward, wrist straight and hands clenched



\* In this manual the commands for the starting positions, as well as the return commands, are printed in italics.

(fist), with the knuckles downward. The muscles of the arms should be tense.

(e) *Hands behind neck—Place! Fig. 7. Hands—Down!*

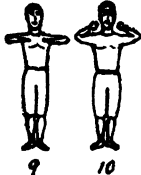
Raise the arms sideward; bend them so that the hands will be behind the neck, the finger tips touching at the base of the skull. The elbows must be in line with the shoulders and the head well back, and erect.

(f) *Arms upward—Bend! Fig. 8. Arms—Down!*



Bend the forearm upward so that the hands which are clenched (fists) are outside of the shoulders, the latter well back. The knuckles on the outside. The muscles of the arm should be tense.

(g) *Arms inward—Bend! Fig. 9. Arms—Down!*

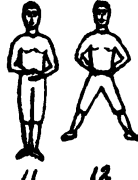


Raise the arms so that the elbows and forearms are on a level with the shoulders, the elbows well back, the hands in front of the shoulders, palms downward.

(h) *Arms for striking—Bend! Fig. 10. Arms—Down!*

Place the clenched fists above the shoulders, the knuckles backward, elbows in line with shoulders.

(i) *Hands for clapping—Raise! Fig. 11. Hands—Down!*



Raise the left forearm so that the hand is in front of the middle of the body, palm upward; the right hand just a little higher and above the left, with the palm downward.

(j) *Stride position—Stand! Fig. 12. Position—Stand!*

Place the foot indicated in the desired direction, forward, sideward or backward, about two foot lengths from the other, allow the body to move in the same direction, and stand firmly on both feet; the weight of the body being equally divided.

(k) *Straddle position, both feet sideward—Place! or Hop! See Fig. 12. Position—Stand!*

Place the left foot about one foot length to the left and the right foot the same distance to the right; the weight of the body equally divided on both feet.

## EXPLANATION OF EXERCISES.

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**HEAD.**—(a) The head can be lowered forward, backward and sideward, left and right.

**Forward.**—Drop the head forward so that the chin will rest upon the chest.

**Backward.**—Move the head backward so that the face will be turned upward, but the chin should be close to the neck.

**Sideward.**—Incline the head toward the shoulders.

**Command:** Head forward—Lower!

**Head—Raise!**

Other directions accordingly. Fig. 1, *a, b, c*.

(b) The head can be turned to the left and right. It should be perfectly erect and turned as far as possible in the direction indicated.

**Command:** Head to the left } —Turn! Fig. 2.  
right }

**Front—Turn!**

**NOTE.**—All head exercises should be executed slowly.

**TRUNK.**—The trunk can be bent forward, downward, backward and sideward; also obliquely forward. It can also be turned or twisted.

(a) **Forward.**—The forward bending is not a true bending of the trunk, but a lowering of the whole body forward; but to avoid confusion, and for ease in giving the command, the word “bend” will be used to designate this movement. The body, which should be in an erect position, with the chest active, and head well poised, is inclined forward to a greater or less degree; the movement takes place entirely at the hip joint; the back must be flat or concaved; the head retains its relative position, except that the chin is raised so as to turn the face toward the front.

**Command:** Trunk forward—Bend! Fig. 3.

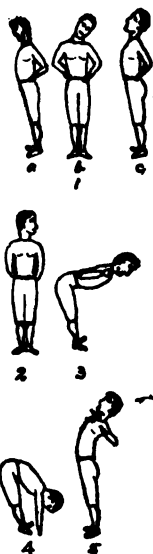
**Trunk—Straighten!**

(b) **Downward.**—Unlike the forward bending, in this exercise the spine is bent as well as the whole body inclined forward. The head, although in the same relation to the body, should be below the level of the hips, and the spine convex.

**Command:** Trunk downward—Bend! Fig. 4.

**Trunk—Raise!**

(c) **Backward.**—The backward bending must be a true bending of the spine, principally in the thoracic region. Movement below the hips must be entirely avoided. The upper part of the body is bent



backward; the chest well raised; the head in the same relative position, the face upward. The legs must be straight.

Command: Trunk backward—Bend! Fig. 5.

Trunk—Raise!

- (d) Sideward.—The trunk is bent, so that the upper part of the body is inclined toward the side; the head squarely above the shoulders. The flexion is entirely above the hips; the legs must be straight, and care must be taken not to raise the foot on the opposite side. The body must not twist or incline forward or backward.

Command: Trunk sideward—Bend! Fig. 6.

Trunk—Straighten!



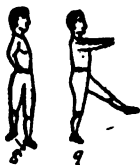
- (e) Obliquely forward—Turn the body (without moving the feet) so as to face half way between forward and sideward, then bend forward as under (a).

Command: Trunk obliquely forward—Bend! Fig. 7.

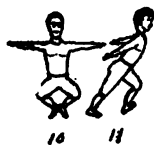
Trunk—Raise!

- (f) Turning.—Turn or twist the body so as to bring the broad axis of the chest into the deep axis (or nearly so); the hips must not participate in the movement, nor the legs twist.

Command: Trunk to the left } —Turn! Fig. 8.  
right }



Forward—Turn!



NOTE.—All trunk exercises should be executed slowly. For musical accompaniment a waltz is preferable.

In all trunk exercises the body must be in a good position. The chest must be active, *i. e.*, well raised and expanded. The abdomen should be back; the head well poised.

**ARMS.**—The arm exercises are classified under the following headings: (a) Raising; (b) Swinging; (c) Stretching; (d) Thrusting; (e) Throwing; (f) Striking; (g) Circling; (h) Rotating.

NOTE.—Teachers should be careful to give each exercise its proper name.

- (a) Raising.—Raising the arms implies that they are elevated from a lower to a higher level.

When raised forward, or sideward, they are on a level and in a direct line with the shoulders. The palms of the hands are downward. Figs. 9 and 10. When raised backward they are about midway between downward and the shoulder level. Fig. 11.

When raised fore-upward, or side-upward, the hands are turned after they pass the horizontal plane. The arms are vertical, close to the head, as far apart as the shoulders, and the palms of the hands are toward each other. Fig. 12.

Command: Arms forward—Raise!

Arms—Down!

Other positions accordingly.

When raised obliquely fore-upward they are half way between the shoulder level and upward, the hands as in the upward position. Fig. 13.

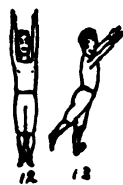
When raised diagonally sideward one arm is obliquely side-upward,

the other side-downward. See Fig. 15. When raised forward and backward one arm is obliquely fore-upward, the other back-downward. The hands are in pronation. Fig. 14. When the diagonal position is used in connection with a leg movement the arms must be parallel with the straight leg. Fig. 15.

When raised sideward, left or right, one arm is straight sideward, the other bent inward, with the hand in front of the shoulder, both arms on a level with the shoulders, the hands in pronation. Fig. 16.

(b) Swinging.

1. The arms are moved quickly forward and backward as a pendulum.
2. With arms sideward; swing them up and down quickly—"Flying Movement."
3. With both arms sideward left; swing them on the same level, to the position sideward right.
4. Also swing in a circle forward, backward, sideward, inward and outward. In all these movements, except 3, in which one arm is bent, the arms are straight.



(c) Stretching.—To stretch the arms they must be previously bent. They are stretched from the position, "Hands on hips," "Hands on shoulders," or "Arms upward—Bend!"



When stretching from hips, the hands are first raised to the height of the shoulders, the hands are turned in the direction indicated, and the arms quickly and forcibly extended to their full length. If stretched upward, the hands must pass close in front of the shoulders and go straight up past the head.

When stretching from shoulders, the hands are also first turned in the direction indicated by the command.

From the position, "Arms upward—Bend!" the stretching is the same as in the foregoing. The bending and stretching may also be done in rapid succession from the position, "Hands—Down!" in one count. When the arms are straight the hands should be open.

NOTE.—The hands are in the same position when the arms are straight as when they are raised. In all stretching, the fingers are straight and precede the arms.

Command: Arms forward—Stretch!

Arms—Bend!

Other directions accordingly.

(d) Thrusting.—This is the most vigorous arm movement. It must be preceded by the position, "Arms for thrusting." From this position the fists are raised in front of the shoulders, then turned in the direction indicated, and the arms forcibly extended. As the arm is straightened, the forearm is turned so as to bring the hand into pronation. In the return movement, which should be as vigorous as the thrust, the forearm is again turned so that the hand is in supination.

Command: Arms forward—Thrust!

Arms—Bend!

Other directions accordingly. See Figs. 9, 10, 12.



- (e) **Throwing.**—This movement is executed either from “Hands on shoulders” or from “Arms inward.” It consists in forcible extension of the forearm, bringing it in a line with the upper arm. When the exercise is from the position, “Hands on shoulders,” the hand is in supination, when the arm is straight; when from “Arms inward,” it is in pronation.

Command: Arms sideward—Throw! See Fig. 10.  
Arms—Bend!

- (f) **Striking.**—From position, “Arms for striking,” extend the arm vigorously sideward as in throwing; the fist remains clenched, the knuckles backward.

Command: Sideward—Strike! Fig. 17.  
Arms—Bend!

- (g) **Circling.**—From position, “Arms sideward,” move the arm a short distance in the direction indicated, then lower it slightly; move in the opposite direction, and continue the movement upward and in the first direction. The hand should describe a circle of from twelve to fifteen inches in diameter.

Command: Arms forward { —Circle! Fig. 18.  
backward { —Stop!

- (h) **Rotation.**—This is a turning of the arm around its long axis, the hand being alternately in pronation and supination. It may be executed in any position of the arms.

Command: Arms—Turn! Stop!

**LEGS.**—The leg exercises are classified under the following headings:

- (a) Rising on toes; (b) Knee bending; (c) Leg raising; (d) Knee raising; (e) Foot raising; (f) Stepping: 1. Touchstep; 2. Stride; 3. Bend-knee-step; 4. Step; 5. Lunge; (g) Knee bending in stride or straddle position.

- (a) **Rising on Toes.**—Both heels are raised, the legs straight and together; when the heels are lowered they must come down gently, so there will be no jarring of the body and no noise. The body should move upward and downward in a straight line, without swaying forward or backward.

Command: On toes—Rise! See Fig. 12. Heels—Lower!

- (b) **Knee Bending.**—The knees may be bent to a right angle, without raising the heels, or to an acute angle, when the heels must be raised, the body resting on the balls of the feet. In either case the body should be erect when the movement is complete. There must be no bending forward, the body simply moving down and up.

Command: Knees—Bend! See Fig. 10. Knees—Straighten!

- (c) **Leg Raising.**—When the leg is raised it must be straight; the ankle well extended; the foot twelve to fifteen inches above the floor. The body should remain erect, and not sway in the opposite direction from that in which the leg is raised.

Command: Leg { forward. See Fig. 9.  
sideward. See Fig. 15.  
backward. See Fig. 13.  
inward. See Fig. 16. } —Raise! Leg—Lower!

- (d) **Knee Raising.**—In this exercise the knee is the most prominent part. It is raised as high as the hip; the thigh at right angles to the body; the lower part of the leg is straight down from the knee, at right angles to the thigh; the ankle is well extended, the toes pointing downward.

Command: Left } knee—Raise! Fig. 19. Knee—Lower!  
Right }

- (e) **Foot Raising.**—The foot is raised backward or inward. In the former the knee is bent so that the lower part of the leg and the foot are moved backward, the knees remaining together. The foot may be raised high enough for the heel to touch the body. In raising the foot inward the knee moves sideward; the lower part of the leg is directed inward and the foot is in front of or behind the other knee.

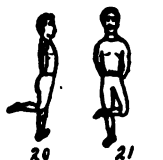


Command:

Foot { backward. Fig. 20. } —Raise! Foot—Lower!  
inward. Fig. 21.

- (f) **Stepping.**—There are five stepping exercises: 1. Touchstep; 2. Stride; 3. Bend-knee-step; 4. Step; 5. Lunge.

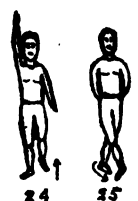
1. **Touchstep.**—Move the leg in a given direction, and by an extension of the ankle touch the toes lightly on the floor. The foot remains in the same relative position as before the movement. There must be no movement of the body, and both legs must be perfectly straight. The common errors, which the teacher must guard against, are: a slight bending of the other knee or a tilting of the pelvis. The latter movement throws the weight of the body to one side. There should be an upward stretching of the entire body.



The exercise is the same, whether forward, sideward, backward, or crossed in front or rear of the other leg.



In the backward movement the tendency to bend the moving leg and to place the edge of the shoe on the floor must be guarded against. In the cross-touchstep the turning of the foot and the bending of the leg must be avoided. In all touchstep exercises the weight of the body is entirely on the leg that is not moved.



Command: Touchstep forward left—Step! { Fig. 22, sideward.  
Foot—Replace! { Fig. 23, forward.  
Fig. 24, backward.  
Fig. 25, cross.

Other directions accordingly.

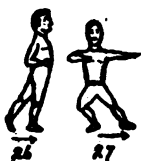
2. **Stride.**—This is simply an ordinary step in the direction indicated; the foot should move at least two foot lengths from the other, and both feet must be firmly on the floor; the weight of the body being equally divided.

Command: Stride sideward left—Stride! See Fig. 6.  
Foot—Replace!

Other directions accordingly. See Fig. 8.

3. Step.—Differs from the stride in that the weight of the body is transferred to the foot that moves and the other foot being raised on the toes.

Command: Step forw. { left } —Step! Fig. 26. Foot—Replace!  
sidew. { right }



4. Bend-knee-step.—Differs from the touchstep in bending the knee of the leg that is not moved; the step is therefore longer, and the whole foot is placed on the floor. As in the touchstep, the body must be perfectly erect.

Command:

Bend-knee-step sideward left—Step! Fig. 27.

Foot—Replace! { Fig. 28, forward.  
Fig. 29, backward.



Other directions accordingly.

5. Lunge.—The foot is moved at least three foot lengths in the direction indicated, the body moving in the same direction, and as the foot touches the floor the leg is bent so that the knee projects beyond the toes. The sole of the shoe should always touch first, the heel coming down a trifle later. The other leg must remain perfectly straight and the foot firmly upon the floor.

Command: Left { sideward } —Lunge! { Fig. 30.  
Right { forward } Fig. 31.  
backward } Fig. 32.  
Foot—Replace!



- (g) Knee Bending in Stride Position.—This exercise requires that the stride position is taken first. If one knee is bent, the body is moved toward the leg as the knee bends, so the position is the same as in the lunge, except that the feet are not so far apart. When both knees are bent, in the stride position forward or backward, the heel of the rear foot is raised as the leg is bent, and the knee almost touches the floor; the forward leg is bent to a right angle, and the foot remains firmly upon the floor.

Command: Left { Knee. —Bend! Fig. 33.  
Right { Knees Fig. 34.  
Both {  
Knee —Straighten!  
Knees

## FACING.

Every facing is a turning around the long axis of the body.

Facings are valuable in training for direction; also for quickness and promptness of response.

From the first days of school the pupils should receive drill in right, left, forward, backward, as terms relating to their own bodies, and not as relating to the walls of the room.

Facings may be done by simply raising the whole of one foot and the toes of the other, and turning on the heel of the latter. Thus, if we wish to turn to the left, we do so, on the left heel; right, on the right heel. This method is preferable for small children.

For older pupils, from the third grade up, the following method is recommended:

To turn to the left, raise the sole of the left foot, the heel of the right, and with a slight pressure on the toes of the latter foot turn the body toward the left, then replace the right foot beside the left. To the right side, the movements are reversed. This requires two distinct movements, and the teacher will do well to count "1, 2!" for each facing. If the command be "Left face," the turn is one-fourth of a circle to the left, turning on the left heel and toes of the right foot; "About face," one-half of a circle, or a turn that will bring the front of the pupil where the back was before the movement.

The commands are:

Left	} —Face! (one-fourth turn to the)	{ left. right.
Right		
Left about	} —Face! (one-half turn)	{ left. right.
Right about		
Half left	} —Face! (one-eighth turn)	{ left. right.
Half right		

*Drill on direction should be a part of each lesson.*

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## MARCHING.

Marching in the school room is necessarily limited; but some attention should be paid to it, not only during the gymnastic lesson, but also in dismissing the classes from the rooms. It is an unfortunate fact that teachers often require pupils to leave the room with a slow and stealthy step. This tends to produce the shuffling and shambling gait, with drooping shoulders and head, so common with school children.

Children should be taught to walk with a brisk, light and elastic step, which of itself is conducive to good carriage and proper poise. This can be done without noise or undue haste.

Marching in some form should be a part of every gymnastic lesson.

During the first few weeks the pupils of the first grade need not keep in step; i. e., it is not essential that all the left feet move at the same time, but rhythmic succession of movement must be learned. Having mastered that, they should be taught to begin with the left foot, and to keep in step as well as in time.

In the second and higher grades, keeping step should be as natural as keeping time in music.

The gait should not be faster than one hundred and twenty steps a minute. The tendency to accelerate should be overcome by the teacher's keeping time by clapping hands or tapping with the foot or pencil. The rate of speed should be maintained whether the pupils march in place (mark time) or march forward. In the upper grades the marching to places will furnish the opportunity for this drill, although some of the other forms described below may be introduced into the lessons.

In the first and second grades an *occasional* march around the room is advised.

### *Marching in Place, or Marking Time.*

Command: Mark time—March! Halt!

Marking time is marching without gaining ground. The feet are raised alternately forward and immediately replaced; the knees are slightly bent and the ankles extended as the foot moves forward, but there should be no undue swinging of the legs or swaying of the body. Raising the knees will facilitate the learning of this exercise.

### *Variations:*

- (a) Mark time and clap hands on every step.
- (b) Mark time and clap hands on every other step.
- (c) Mark time and clap hands on the first of four, six or eight steps.
- (d) Mark time and clap hands on third, fifth or seventh steps.
- (e) Mark time and clap hands four steps, then four steps without clapping hands.
- (f) Mark time and clap hands on the first, third, fifth, sixth and seventh of eight steps. (Drum beat.)
- (g) Mark time and turn to the left or right on a given count (first, fourth, etc.). Turning in the same direction four times will cause the pupils to execute a complete turn.
- (h) After some practice in direction, mark time and turn left or right about on a given count.

NOTE.—Some of these variations, especially (c), (d) and (e), can be used in connection with teaching number by counting consecutively to sixteen, twenty, twenty-four, etc. Also teaching the groups of two, three, four, five, etc.

### *Marching from Place:*

Command: Forward }  
Backward } —March! Halt!  
Sideward }

- (a) Forward.—Marching forward a certain number of steps. March one step forward; three steps forward; seven steps forward.

NOTE.—Remember that it always takes one count more than the required number of steps to complete the movement. The left foot takes the first step, therefore the right should take the closing step.

For example: Three steps forward—March! Left—right—left, and close with right.

- (b) Backward.—After considerable practice the marching backward may

be added as the reverse movement for the forward marching, and later alternate one with the other.

- (c) Sideward.—Sideward marching requires two counts for each step. If the direction is to the left, step sideward with the left foot, bring the right up to it and continue to the given number, or until the command, "Halt!" is given.
- (d) Alternate marking time with any of the above; also with clapping hands and with turning to the left or right—two counts; about face—four counts, etc.
- (e) Marching Around the Room.—Have every other line turn to the rear. On the command, "Forward—March!" the first line marches across the front of the room, the second line marches into the first aisle, the third into the second, and so on, all following the first line, and all moving at once. If the class is small the pupils march around all the desks, forming one continuous line; but if too large for this, the leader, after crossing the room, passes backward in the outside aisle along the wall, forward in the next aisle, backward in next, and so on, till the first place is reached. As all pupils follow the leader, all should arrive at their seats at the same time. They should continue to march by marking time at their seats until the command, "Halt!" is given, when they should stop by taking the last step with the right foot.

The command to halt may also be given while the class is in motion. This is a good drill, teaching the children to stop instantly. On the command, "March!" every pupil in the class should move at once.
- (f) Running.—Any of the foregoing marching exercises may be taken in double-quick time, or running. The time should be about twice as fast as in marching. All running must be on toes. Pupils must keep their distance from one another.

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### RHYTHMIC STEPS.

This type of gymnastic work is intended primarily to develop grace and harmony of motion. Like most of the gymnastic work in the school room, it can not be employed to the fullest extent because of the limited space. Experiments in the past have demonstrated that these steps can be done with profit, and that the children enjoy them. Musical accompaniment enhances their value and also the interest of the pupils.

FORMATION FOR STEPS.—Some of these steps may be taken in the regular class formation for calisthenics, the class moving forward and backward; or forward a given distance, then about face and return; or by facing left or right the class can move sideward left and right. Those steps that are continuous forward may be taken instead of marching back to seats; or around a row of desks—every other line turns to the rear and two contiguous lines pass around the row of seats between them. The class may also "form a circle" around the room, the pupils passing quickly to the space next to the walls that are nearest to them, thus forming a continuous row around the room; they can move forward (in line of direction, pupils behind each other), or sideward left or right. After finishing the exercise the pupils return to their seats by the *shortest way*.

Rhythmic Steps can be executed in any desired direction—forward, sideward, backward, obliquely forward and backward. The forward movement only is here described.

These steps are in 2—4 time (polka or march), 3—4 time (waltz or mazurka), and 4—4 time (schottische).

The terms are similar to those used in the regular gymnastics.

1. Placing the foot is without transferring the body weight. (Touch-step).

2. Striding is stepping with the weight equally divided on both legs.

3. Stepping is a step with transferring the weight upon the stepping leg.

(a) *Skipping or Hippy-ty-hop*.—This may be taken instead of marching around the room. It is like running, except that a slight hop follows the step forward. This form of movement is also well adapted to a flying motion when playing "Birds."

(b) *Double or Gallop Hop*.—Step forward left, bring right foot up to the left with a slight hop, and continue in this manner a given number of times—four or eight times; then change to the right foot in front.

(c) *Pointing*.—Raise the foot ankle high, then quickly extend the knee and ankle, with the pointed toes placed on floor. (Similar to touchstep.)

(d) *Closing Step*.—Step forward left—1; close with right foot—2.

(e) *Follow Step*.—Step forward left—1; close with right foot so that the instep is behind the heel of left—2.

(f) *Closing Step or Follow Step*.—With rising on toes on two, and lowering the heels on three. Same as (d) or (e), but rise on toes as the right foot approaches the left.

(g) *Closing Step or Follow Step*.—With bending knees on two, and straightening knees on three. Same as (d) or (e), but bend knees slightly as the right foot approaches the left.

(h) *Gliding*.—Glide forward with left foot, both knees slightly bent, weight on both legs—1; follow with leg in rear and rise on toes—2; repeat any desired number of counts.

(i) *Three-Step*.—Step forward left—1; close with right—2; take another step in place with left—3 (mazurka time, the first count being accented).

(j) *Mazurka Balance*.—Step forward left—1; point right in front of left foot, with rising on toes—2; lower heels—3.

(k) *Change Step*.—Follow step forward left, as in (e), then step forward left again, and repeat the step beginning right. Count one-and-two, three-and-four. (As the name indicates the changing step is the same as that applied in marching, in order to regain the proper step according to the accent in music.)

(l) *Polka Step*.—Is the same as the change step, but preceded by a hop while the stepping foot is raised.

(m) *Heel and Toe Polka*.—Place left heel forward and hop on the right foot—1; place left foot backward, with toes on floor, and hop on right foot—2; polka step forward left—3, 4; repeat right—5-8.

(n) *Glide Polka*.—Two glides forward left, with slight knee bending during glide and rising on toes when closing—1, 2; polka step forward left—3, 4; repeat right—5-8.

- (o) *Schottische Step or Schottische Run*.—Three small running steps forward (left, right, left), hop on left foot and raise right knee on four—1, 2, 3, 4; repeat, beginning right—5, 6, 7, 8. When executed sideways the second step is a cross step in rear of the first step (or other foot).
- (p) *Waltz Balance Step*.—Step obliquely forward left—1; follow with right as in follow step (e) and rise on toes—2; lower heels—3; same, beginning right—4, 5, 6.
- (q) *Glide Hop or Glide Balance Hop*.—Glide forward with the left foot, bend the knee slightly and transfer the weight of the body—1; hop on left leg and raise right leg backward, knee slightly bent and turned outward—2; repeat right—3, 4. (The number of hops that follow the glide may be increased according to the rhythm.)
- (r) *Step-Hop or Step Swing Hop*.—Step forward left—1; raise the right leg forward, foot turned outward, and hop on left leg—2; repeat right—3, 4.
- (s) *Mazurka Hop*.—Glide forward left—1; displace left foot with a hop on the right, the left leg being raised forward—2; hop on right foot and bend the left knee so that the left foot is in front of right knee—3. Repeat, or combine with some other step.
- (t) *Leap Hop*.—Raise left leg quickly forward and jump onto left foot (about two foot lengths forward), the right foot being raised behind left knee—1; hop on left foot—2; repeat right—3, 4.
- (u) *Cross-Step-Turn*.—Step forward left—1; cross right in front with knees slightly bent, rise on toes with a half (or whole) turn left—2; lower the heels—3.

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### BREATHING EXERCISES.

*Breathing exercises should be taken only when the air to be inhaled is reasonably pure.*

Breathing exercises have a threefold effect. They increase the lung capacity, strengthen the organs of respiration, and moderate the rapid heart action consequent to vigorous exercise.

The breathing exercise should consist of a long, deep inhalation, thoroughly expanding the chest and filling all parts of the lungs. It is especially desirable that the apexes be inflated by forcing the air to the upper part of the lungs. The exhalation should be somewhat forced, so as to expel as much of the residual air as possible.

Both the time of inhaling and exhaling should be lengthened with the increasing age of the pupils; also the number of repetitions. Care must be taken not to overdo either. For smaller pupils, count four or six while inhaling, two to four to hold the breath, and four to six while exhaling. Older pupils may be required to count as high as twelve for inhaling, four or six to hold the breath, and eight to exhale. Do not hold the breath too long.

Arm movements which act on the muscles of respiration may be added to the breathing, as they greatly enhance the effect.

In connection with the reading lessons, breathing exercises with vocalization will be found useful.



## DUMBBELLS.

The dumbbells used in these grades are of iron and weigh approximately one pound.

While all freehand exercises can be executed with dumbbells, those that require extension of the arms are better adapted for their use.

The position of the hands holding the bells is always the same as for freehand exercises.

Arm rotation is an exercise well adapted for dumbbells; teachers may insert it at will in any part of lesson. Hold the bells in given position and turn the hand rapidly from pronation to supination, and reverse. Do not let the arms be in the same position too long, as they will tire quickly.

*To get the dumbbells* before, and to return them after the lesson, the following routine is suggested:

Place the boxes in front of or on the front desks of the two outer sections; all face about except those in the two center aisles. The pupils in these aisles pass forward across the front of the room toward their respective boxes, take a pair of dumbbells, pass down the aisle nearest the wall, to the rear of the room, and proceed to the places assigned them. The other pupils follow, passing forward in the center aisles, and proceed to their respective places.

Return the bells in the same way.

The pupils should place hands on hips as soon as they have their bells, and retain them there until directed otherwise.

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## WANDS.

The wands for school use are of wood, thirty to thirty-six inches long, and one and one-eighth to one and one-fourth inches thick.

The lessons in the following series are arranged specially for the schoolroom. Since the space between the desks is limited, many useful and beneficial exercises are necessarily omitted.

In order to facilitate the work of the class teacher, technical terms are not used; the wand is named only when absolutely necessary. The positions of the arms and hands are given, and these, in most cases, will give the position of the wand.

To get the wands and to return them after use, the following routine is suggested.

Place the crate containing the wands in front of one of the center rows of desks. The pupils in the aisles on either side of this row remain facing to the front, all others face to the rear. Those facing front pass forward, and, as they pass the crate, take a wand and carry it as described below. They then pass to the outside aisles toward the rear, and from there to the places assigned them. The other pupils follow, passing forward in the center aisles, and proceeding to their respective places.

Return the wands in the same way.

*Carrying the wand:* Carry the wand at the right shoulder, the lower end resting on the first phalanx of the index and middle finger, the thumb, ring and little finger closing around the wand. The hand is pressed against the thigh in such a manner that the back of the hand is turned forward; the arm is extended. The upper part of the wand rests in the depression in front of the shoulder. The wand should be vertical. Fig. 1.

To bring the wand to the starting position, command: *Wand low in front—Place!* This may be done in different ways: (a) Swing left arm side-upward, bend it overhead and grasp wand at upper end with the hand behind the wand, i. e., palm forward and little finger on top—One! Fig. 2. Bring wand in front of thighs (changing right hand at the same time)—Two! Fig. 3. (b) Raise left hand side-upward and place the back of the hand against the forehead (Salute)—One! Left arm sideward—Two! Grasp wand at upper end (see Fig. 2)—Three! Lower wand (see Fig. 3)—Four! (c) Precede either (a) or (b) with: “Present—Arms!” (See Fig. 8.) The wand is to be held so that the little fingers are near the ends, and grasped with the whole hand; the wand will be in front, touching the thighs.

To return the wand proceed in reverse order.

In many exercises it is impossible to hold the wand firmly at both ends, as in “Arms sidew.” or “Arms crossed in front.” Pupils should be instructed to let one or both hands glide easily toward the center as far as may be necessary, but holding the wand firmly whenever it is possible to do so.

The positions it is deemed necessary to explain are:

(a) *Wand in front of shoulders:* Fig. 4. The arms are at right angles, on a level with the shoulders, the elbows and shoulders forced back. Wand is grasped at the ends and is parallel with the shoulders and close to them.

(b) *Wand behind shoulders:* Fig. 5. The wand passes over the head and down to about three inches below the top of the shoulders, and is pressed firmly against the shoulder blades.

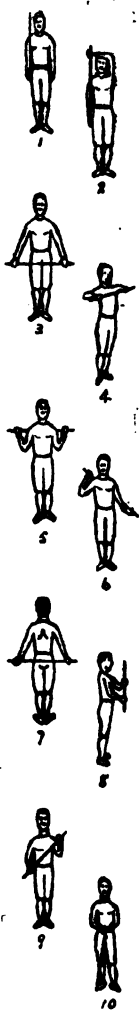
(c) *Wand behind left (right) shoulder:* Fig. 6. The right (left) arm is extended obliquely side-downward, the other over the shoulder, and the wand is obliquely behind the back.

(d) *Wand low behind:* Fig. 7. The wand is passed over the head and lowered behind the thighs similar to “Low in front.” To do this with arms perfectly straight should be the aim.

**Present Arms:** Fig. 8. The wand being at right shoulder. Command: *Present—Arms!* Grasp the wand with the left hand about twelve inches above the right and carry it in front of the center of the body, the left forearm being horizontal and resting against the body—One! Change the right hand so that the little finger will be toward the end of the wand, thumb above, knuckles in front—Two! Return in reverse order.

**Port Arms:** Fig. 9. The wand being at right shoulder. Command: *Port—Arms!* Grasp the wand with the left hand at right shoulder—One! Bring the wand obliquely across the body, from left shoulder to right hip—Two! Return in reverse order.

**Parade Rest:** Fig. 10. Place the wand so that one end is beside the instep of the right foot, both hands resting on the upper end of wand—One! Short step backward with the right foot—Two! Return in reverse order.



## EXPLANATION OF TERMS AND ABBREVIATIONS.

### ABBREVIATIONS.

**Forw.**—Forward; toward the front.

**Sidew.**—Sideward; toward the side or sides.

**Backw.**—Backward; toward the rear.

**Upw.**—Upward; in the direction above the head.

**Down.**—Downward; toward the floor.

**Inw.**—Inward; toward the middle line of the body.

**Fore-upw.**—Fore-upward  
**Side-upw.**—Side-upward. } Applied to arm movements when the arms move through the horizontal plane to the vertical position.

**Pos.**—Position; to stand in the fundamental position.

**Return.**—Return to position; reverse the order of movements so as to return to the position from which the exercise started.

### ROUTINE FOR BEGINNING AND CLOSING THE LESSON.

(a) Ventilate!

(b) Command: Prepare for exercises!

Pupils arrange their desks, remove superfluous clothing, and sit erect, hands on desks.

(c) Command: On the right (left) side—Stand!

Pupils place the corresponding foot in the aisle and rise, assuming immediately a correct standing position.

(d) Where seats can be turned up. Command: Bend forward and take hold of seats—1! Straighten up and lift the seats—2!

(e) Command: For marching—About—Face!

Pupils in alternate aisles face to the rear, turning right about. (Instead of the alternate files, the outside files may all turn to the rear, leaving only the two middle files facing forward.)

(f) Command: To your places—March!

The pupils will march around the various sections of seats to places previously assigned to them. They should be so arranged that boys stand in one aisle and girls in another, or, if preferable, boys stand on one side of the room and girls on the other; the smaller pupils should be in front, the taller behind. As the pupils get to the places assigned to them, they step between the desks, if the seats are turned up, or with their backs to the seats, if the latter are stationary.

(g) Command: In the aisle—Stand!

The pupils step into the aisles, facing the teacher, ready for exercises.

After the lesson—Command: For marching—About—Face! Same as (e) above.

Command: To your seats—March! Same as (f) above, except that the pupils go to their regular seats. If the seats are stationary the pupils sit down immediately.

Command: Into the aisle—Step! Same as (g) above.

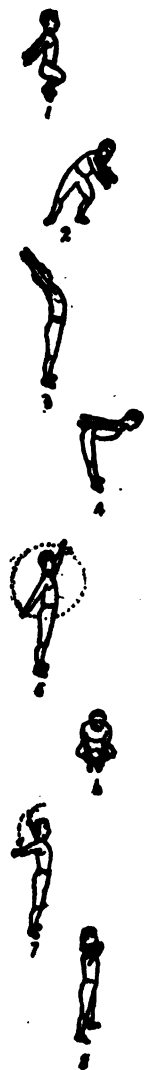
Command: Take hold of seats—1! Bend forward and push down the seats—2! Stand erect—3!

Command: Sit! Pupils place the foot nearest the seat under the desk, and sit as before the lesson.

**FIFTH GRADE.**

## RELAXATION DRILLS.

See page 3.



1. (a) Swing arms fore-upw. and rise on toes (look up); swing arms downw. and backw. with half knee bending. Fig. 1. 15 to 20 times.
- (b) Mowing: In straddle position: With hands closed, swing arms to right as far as possible, turning trunk in same direction, then, with a slight forw. bending of the body, swing the arms vigorously to the left and turn trunk to the left. At the same time move the right foot a short distance forw. and when again swinging arms to right move the left foot forw. 30 to 40 times.
- (c) *A Breathing Exercise.* (See page 21.)
2. (a) Swing arms fore-upw. and bend trunk backw. (Fig. 3); swing arms downw. and backw., bending trunk forw. Fig. 4. 10 to 12 times.
- (b) Windmill: With the left arm raised fore-upw.: Swing left arm fore-downw., backw. and upw., describing a circle forw.; at the same time raise the right arm back, up and fore-downw. Twist the body toward the side where the arm is moving backw. and up. Fig. 5. Accelerate the movements as they progress. Circle each arm 40 to 50 times.
- (c) Bend knees and place hands on the floor between the feet (Fig. 6); rise on toes and stretch arms upw. 10 to 20 times.
- (d) *A Breathing Exercise.* (See page 21.)
3. (a) Swing the arms fore-upw.—1! Lower sidew., palms up and arms well back—2! Fig. 7. Lower arms—3! 10 to 15 times.
- (b) Same with rising on toes on 1, and bending knees on 2.
- (c) Chopping wood: In straddle position: Clasp hands and swing them over one shoulder (once the left, then the right). Fig. 8. Swing the arms down and between the legs, at the same time bending the knees slightly. Repeat 10 to 15 times.
- (d) *A Breathing Exercise.* (See page 21.)

## LESSON I.

*Arms upw.—Bend!*

1. (a) Raise left leg backw. and stretch arms upw.—1! Fig. 1. Return—2! Same right—3! Return—4! Begin—1-2-3-4!  
 (b) Same raising the leg and stretching sidew. Begin—1-2-3-4!

*Hands on hips—Place!*

2. Bend trunk backw.—1! Straighten—2! Bend trunk forw. and stretch arms sidew.—3! Fig. 2. Return—4! Begin—1-2-3-4!

*Hands—Down!*

- 3 (a) Touchstep forw, left and raise arms forw.—1! Return—2! Same right—3-4! Begin—1-2-3-4!  
 (b) Same sidew. Begin—1-2-3-4!

*Hands on hips—Place!*

4. Bend trunk sidew. left and stretch right arm upw.—1! Fig. 3. Return—2! Same opposite—3-4! Begin—1-2-3-4!

5. (a) Rise on toes and raise arms fore-upw.—1! Return—2! Bend knees and raise arms sidew.—3! Return—4! Begin—1-2-3-4!

(b) Same but the even-numbered rows begin with rising on toes, and the others with bending knees, etc.

6. *Mimetic exercise.* Throwing the basketball: *To straddle position—Hop!* Bend trunk forw. and lower arms—1! Fig. 4. (Picking up the ball.) Raise arms overhead and bend trunk backw.—2! Fig. 5. Straighten body quickly and swing arms forw.—3! Fig. 6. (Throwing the ball.)

*Even-numbered lines left(right)about—Face! Hands on hips—Place!*

7. Four change-steps forw.—1-8; four glides forw. leading left—9-12; four glides forw. leading right—13-16. (Around desks.)



## LESSON II.

*Wands.* (See page 22.)

*Wands low in front—Place!*

1. (a) Bend arms upw.—1! Fig. 1. Stretch upw.—2! Return—3-4!
- (b) Same, but stretch forw.
- (c) Repeat (a), and raise left and right leg backw. on second count.
- (d) Repeat (b), and raise left and right leg forw. on second count.

*Arms upw.—Bend!*

2. Bend trunk forw. and backw.

*Wand—Lower!*

3. (a) Bend knees and raise arms forw.
- (b) Rise on toes and raise arms fore-upw.
- (c) Alternate (a) and (b).
- (d) Repeat (c) in alternate rows.

*Arms upw.—Bend!*

4. Bend trunk sidew. left and right.

*Wand—Lower!*

5. (a) Raise left and right knee and the arms forw. Fig. 2.
- (b) Raise left and right foot backw. and the arms fore-upw. Fig. 3.

6. Bend arms upw.—1! Stretch upw.—2! Wand behind shoulders—3! Wand low behind—4! Fig. 4. Return—1-2-3-4!

*Wand at right shoulder—Carry!*

NOTE.—Before doing the next exercise return the wands and go to places beside the regular seats.

*Left (right)—Face! Hands on hips—Place!*

7. Three closing steps sidew. left with rising on toes—1-9; half cross step turn left—10-12. Repeat 13-24. Same right.



### LESSON III.

*Dumb-bells.* (See page 22.)

*Hands on hips—Place!*

1. (a) Stretch arms forw. and upw.  
(b) Stretch arms diagonally alternating right up and left up. See Fig. 4.

2. Bend trunk backw. and bend the arms upw.—1! Fig. 1.  
Return—2! Same bending forw.—3-4! Fig. 2.

*Half left (right)—Face! Hands on hips—Place!*

3. Rise on toes and bend knees and stretch arms upw. and sidew.

*Lower arms and front—Face!*

4. Turn trunk to the left, raise left arm backw. and the right fore-upw.—1-2! Fig. 3. Same opposite—3-4!

*Hands on hips—Place!*

5. (a) Repeat Exercise 1 (a), with raising left leg forw. and backw.

(b) Same with right leg.

6. Repeat Exercise 1 (b), with raising the left and right leg sidew. Fig. 4.

7. *Mimetic exercise.* Boxing: Turn the lines so that two will face each other; step well back against the desks; place left foot forw. and bend arms for thrusting: Thrust left arm forw.—1! Bend left and thrust right—2! Continue and gradually accelerate the rhythm.

*Front — Face! Hands on hips — Place! Even-numbered lines left (right) about—Face!*

8. Point forw. and backw. left—1-2; change step left—3-4. Same right—5-8. (Around desks.) Continue this exercise to replace dumb-bells and return to seats.





## LESSON IV.

- I. (a) Touchstep backw. left and right and raise arms fore-upw.
- (b) Touchstep sidew. left and right and raise arms sidew.

*Sit on desks facing aisle, place hands on hips and feet under opposite desk for support.*

2. Lower trunk backw. and raise slowly. Fig. 1. (By command only.)



*Position—Stand! Hands behind neck—Place!*

3. Bend trunk obliquely forw. left and right. Fig. 2.  
*To straddle position—Hop!*

4. (a) Bend left and right knee alternately and raise arms side-upw.

- (b) Alternate in two counts and raise arms diagonally left up when left knee bends and right up when right knee bends. Fig. 3.



5. Bend trunk sidew. left and right and raise arms to circle over head. Fig. 4.

*Position—Stand!*

6. Bend-knee-step backw. left and right and raise arms diagonally. Fig. 5.

7. Bend-knee-step sidew. left and right and raise arms sidew. left and right. Fig. 6.

8. *Mimetic exercise.* Throwing basketball. (See Lesson I.)

9. Three closing steps forw. with bending knees, left, right, left—1-9; half cross step turn right—10-12. Same right.

## LESSON V.

### *Wands.*

*Wands low in front—Place!*

1. (a) Raise arms fore-upw.
- (b) Raise arms forw. left up, right down—1-2! See Fig. 1. Right up and left down—3-4!
- (c) Repeat (a), with touchstep backw. left and right.
- (d) Repeat (b), with touchstep forw. left and right. Fig. 1.

*Wand behind shoulders—Place!*

2. Bend trunk backw. and forw.

*Wand low in front—Place! Arms upw.—Bend!*

3. (a) Raise the left and right leg backw. and stretch arms upw.

(b) Same, but raise the legs sidew.

*To straddle position and stretch arms upw.—Hop!*

4. (a) Bend trunk sidew. left and right. Fig. 2.
- (b) With wand behind shoulders, bend left and right knee. Fig. 3.
- (c) With arms upw. combine (a) and (b).

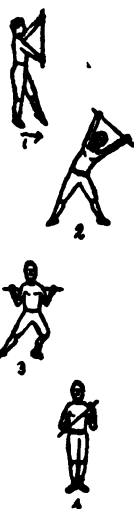
*Position—Stand!*

5. Bend-knee-step backw. left and right and raise arms fore-upw.
6. Bend-knee-step forw. left and right, and arms forw. as in Exercise 1 (b).
7. Bend arms upw.—1! Stretch upw.—2! Wand behind shoulders—3! Wand low behind—4! Return—1-2-3-4!

*Even-numbered lines left (right) about—Face!*

8. Point forw. and backw. left—1-2; change step left—3-4. Same right—5-8. Four follow-step forw. left and right—9-16. (Around desks.)

NOTE.—During Exercise 8, carry wand in position of "Port Arms."  
Fig. 4. Replace wands and return to seats.



## LESSON VI.

### *Dumb-bells.*

#### *Arms for thrusting—Bend!*

1. (a) Touchstep backw. left and right and thrust arms upw.
- (b) Touchstep and thrust forw.
- (c) Touchstep sidew. and thrust diagonally.

#### *Arms for striking—Bend! Fig. 1.*

2. Bend trunk backw. and forw.

#### *Hands on hips—Place!*

3. (a) Lunge sidew. left and right. See Fig. 2.
- (b) Same forw. See Fig. 3.
4. (a) Lunge sidew. left—1! Bend trunk sidew. left—2!  
Return—3-4!
- (b) Same right.
- (c) and (d). Repeat (a) and (b), but with stretching  
arms upw. on 1. Fig. 2.

#### *Arms for thrusting—Bend!*

5. (a) Lunge forw. left—1! Thrust arms upw.—2! Fig. 3.  
Return—3-4!
- (b). Same right.

6. Bend knees and place hands between the feet—1! Fig. 4.  
4. Straighten knees, rise on toes and stretch the  
arms upw. (look up)—2! Fig. 5. Return—3-4!

#### *Arms forw.—Raise!*

7. Rotate the arms. After a short interval, change the position of the arms to upw., sidew., one upw. and one forw., etc. (May also be made a contest to see who can keep up the longest.)

#### *Left (right)—Face! Hands on hips—Place!*

8. Three mazurka balance steps sidew. left, right, left—1-9; half cross  
step turn right—10-12. Same right.



## LESSON VII.

1. (a) Raise left arm backw. and right obliquely fore-upw.—1! See Fig. 1. Change—2! (Rapidly.)
- (b) As (a), but raise the left leg backw.—1! Fig. 1. Lower arms and leg—2! Same opposite—3-4!
- (c) As (b), but rise on the toes of the standing foot.

*Stride position: Left foot forw. and hands behind neck—Place!*

2. (a) Bend trunk backw.—1! Straighten—2! Turn trunk to the left—3! Fig. 2. Return—4!
- (b) Change position of the feet and repeat, turning right. *Position—Stand!*
3. (a) Rise on toes and raise arms fore-upw.—1! Bend knees and lower arms sidew.—2! Return—3-4!
- (b) Repeat, the odd-numbered lines beginning on one, the even on two.

4. Raise arms fore-upw.—1! Bend trunk forw.—2! Fig. 3. Straighten—3! Lower arms—4!

*NOTE.*—The arms must be in a line with the body and close to the head. (The tendency is to drop the head forw.)

5. Raise left leg backw. and the arms diagonally—1! Fig. 4. Return—2! Lunge forw. left and raise arms diagonally—3! Fig. 5. Return—4!

6. As Exercise 5, but sidew.

7. *Leaning rest on the desks:* Fig. 6. Bend and straighten arms—1-2!

*NOTE.*—Place hands on desks; move the feet backw. until the body is in a slanting position, *with the shoulders straight above the arms.* When the arms are bent, the shoulders should approach the hands, the elbows moving sidew.

*Hands on hips—Place! Even-numbered lines left (right) about—Face!*

8. Raise left leg forw.—1! Bend left leg, foot in front of right knee—2! Change step forw. left—3-4! Same right. (Around desks.)



## LESSON VIII.

### *Wands.*

#### *Wand low in front—Place!*

1. (a) Rise on toes and raise arms fore-upw.—1! Lower—2! Bend knees and arms forw., left up, right down.—3! Fig. 1. Return—4! (In the repetitions alternate left up and right up.)  
 (b) Begin as (a)—1! Bend knees, arms forw.—2! (Continue in two counts.)

#### *Wand in front of shoulders—Place! Fig. 2.*

2. Bend trunk backw. and forw.

#### *Wand low in front—Place!*

3. (a) Raise left arm upw., the right hand in front of left shoulder—1! See Fig. 3. Lower—2! Same right—3-4!

(b) Same and bend-knee-step backw. left and right.

4. Turn trunk to the left and raise arms forw., right hand up—1-2! See Fig. 1. Same opposite—3-4!

5. Step forw, left, raise left arm upw., the right hand in front of left shoulder—1! Fig. 3. Return—2! Same right—3-4!

6. *Mimetic exercise.* Shooting with bow and arrow. Fig. 4. Lunge sidew. right, lean toward the right, raise left arm obliquely side-upw., right hand in front of shoulder (drawing the arrow), and turn head left—1! Remain—2-3! Position—4! Same opposite—1-4!

#### *Wand at right shoulder—Carry!*

7. Three follow-steps forw. left, right, left, with rising on toes—1-9; half cross step turn right—10-12. Same right.



## LESSON IX.

### *Dumb-bells.*

1. (a) Bend arms upw.—1! Stretch upw.—2! Return—3-4!  
 (b) Same with rising on toes.  
 (c) Same with raising left and right leg backw.

*Hands on shoulders—Place!*

2. Bend trunk backw.—1! Straighten—2! Bend trunk downw. and stretch arms downw.—3! Fig. 1. Return—4!

*Stride position: Left foot forw. and hands on hips—Place!*

3. (a) Bend left knee—1! Straighten—2! Right (rear) knee—3! Straighten—4!  
 (b) Same in two counts. (Sway forw. and backw.)  
 (c) Repeat (b), with stretching arms forw. on one, and bending arms inw. on two. Fig. 2.

(d) Repeat (a), (b) and (c), with the right foot forw. *Position—Stand! Hands on shoulders—Place!*

4. Bend trunk sidew. left and right and stretch arms upw. Fig. 3.

*Hands—Down!*

5. (a) Lunge forw. left and bend arms upw.—1! Stretch arms upw.—2! Return—3-4!  
 (b) Same right.  
 6. (a) Lunge sidew. left and bend arms upw.—1! Stretch arms diagonally—2! Return—3-4!  
 (b) Same right.

*Hop to straddle position and bend arms for thrusting—Hop!*

7. Turn trunk to the left and thrust right arm forw.—1! Fig. 4. Return—2! Same opposite—3-4!

*Position—Stand Hands on hips—Place! Even-numbered lines left (right) about—Face!*

8. Raise left leg forw. and hop right—1; raise left foot in front of right knee and hop right—2; change step forw. left—3-4. Same right—5-8. (Around desks.)



## LESSON X.

*Hands on shoulders—Place!*

1. (a) Touchstep backw. left and right and stretch arms upw.  
(b) Same sidw.  
(c) Same forw.

*Hands—Down!*

*On the desk—Sit! Feet for support—Place!*



2. Raise arms fore-upw.—1! Lower trunk backw.—2!  
Fig. 1. Straighten—3! Lower arms—4! (Very slowly.)

*Position—Stand!*

*Hands on shoulders—Place!*

3. (a) Bend trunk forw. and stretch arms sidw.—1-2! Turn trunk to the left and stretch arms upw—3-4! Fig. 2.  
(b) Same with turning right.

*Hands—Down!*



4. (a) Rise on toes and raise arms fore-upw.—1-2! Bend-knee-step backw. left and raise arms backw.—3-4!  
Fig. 3.  
(b) Same right.

*Hands on shoulders—Place!*

5. Bend-knee-step sidw. left and right and stretch arms sidw.



6. Bend-knee-step forw. left and right and stretch arms forw. Fig. 4.

7. *Leaning rest on the desks:* Bend and straighten arms. (See Lesson VII.)

*Even-numbered lines left (right) about—Face! Hands on hips—Place!*

8. Three glides forw. left and right—1-6; two mazurka balance steps forw.—7-12. Same right. (Around desks.)

**SIXTH GRADE AND FIFTH GRADE.**



## RELAXATION DRILLS.

See page 3.

1. (a) Bend arms for striking—1! Strike arms sidw.—2! Return—3-4! 15 to 20 times.



- (b) Repeat with hopping to straddle position on 1, and bending knees on 2.

- (c) In straddle position, arms raised sidw.: Bend trunk forw. and touch left foot with right hand (Fig. 1), then the next time touch the right foot with the left hand. 12 to 16 times.



- (d) *A Breathing Exercise.* (See page 21.)

2. (a) Warming up. Arms raised sidw.: Swing the arms inw. and across the body, touching the opposite shoulder blade with each hand—1! Fig. 2. Return—2! (Both movements very vigorous.) Also with bending knees.



- (b) Step forw. left, raise left arm fore-upw., and right arm and leg backw.—1! Fig. 3. Lower arms and leg—2! Repeat right—3-4! Repeat several times, then: About—face! Repeat and return to place, Face—Front!

- (c) Bend trunk backw. and swing arms fore-upw.—1! Fig. 4. Bend trunk forw. and swing arms downw. and sidw.—2! Fig. 5. Repeat 10 to 12 times.



- (d) *A Breathing Exercise.* (See page 21.)

3. (a) In straddle position: Bend knees, lower the hands to the floor; straighten the knees, rise on toes and stretch arms upw. (look up). Repeat 10-15 times.



- (b) In straddle position, arms bent for thrusting: Bend trunk downw. and thrust left arm downw. (Fig. 6), bend left arm and thrust right arm downw.

- (c) In straddle position, arms raised sidw.: Bend left knee, bend trunk sidw. left, and touch left heel (Fig. 7), then bend to other side. Repeat 15 to 20 times.



- (d) *A Breathing Exercise.* (See page 21.)

## LESSON XI.

1. (a) Rise on toes and raise arms fore-upw.—1-2! Bend-knee-step backw. left and raise arms diagonally—3-4! Fig. 1.  
(b) Same with bend-knee-step right.
2. Bend-knee-step sidew. left and right and raise arms sidew.  
*Hands behind neck—Place!*
3. Bend trunk backw. and forw. Figs. 2 and 3.  
*Hands—Down!*
4. Bend-knee-step sidew. and raise arms sidew. left and right. Fig. 4.  
*Hands behind neck—Place!*
5. Bend trunk sidew. left and right.  
*Hands—Down!*
6. Bend-knee-step forw. left and right and raise arms forw. See Fig. 4, Lesson X.
7. *Mimetic exercise.* Throwing the basketball. (See Lesson I.)  
*Left (right)—Face! Hands on hips—Place!*
8. Heel and toe polka sidew. left and right: Touch left heel sidew. left—1! Touch left foot in rear of right—2! Polka step sidew. left—3-4! Same right.



## LESSON XII.

*Wands.* (See page 22.)

*Wand low in front—Place!*

1. (a) Raise left arm upw., right hand in front of left shoulder—1-2! Same right—3-4! See Fig. 1.  
(b) Repeat, with raising left and right leg backw. Fig. 1.
  2. (a) Raise left arm obliquely side-upw., the right hand in front of right shoulder—1-2! Same right—3-4! See Fig. 2.  
(b) Same with raising right and left leg sidew. Fig. 2.  
*Arms fore-upw.—Raise!*
  3. Bend trunk backw. and forw. Figs. 3 and 4.  
*Arms—Down!*
  4. Repeat Exercise 1 (a), with lunging forw. left and right.
  5. Repeat Exercise 2 (a), with lunging sidew. left and right.  
*Arms fore-upw.—Raise!*
  6. Bend trunk sidew. left and cross arms, the right over left—1-2! Fig. 5. Same right—3-4!  
*Arms—Down!*
  7. Lunge backw. left and raise arms forw., left up and right down—1-2! Fig. 6. Same right—3-4!
- Return wands before doing Exercise 8.  
*Left (right)—Face. Hands on hips—Place!*
8. Three glides sidew. left—1-3; half cross step turn left—4-6; repeat left—7-12. Same right.



## LESSON XIII.

*Dumb-bells.* (See page 22.)

*Hands on shoulders—Place!*

1. (a) Rise on toes and stretch arms upw.—1-2! Bend-knee-step sidew. left and throw left arm sidew.—3-4! Fig. 1.

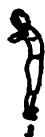


- (b) Same right.

*Hands—Down!*

*Hands on shoulders—Place!*

2. Bend-knee-step forw. left and right and stretch arms forw.



*Hands—Down!*

3. Bend trunk forw. and bend arms inw.—1-2! Same backw.—3-4! Figs. 2 and 3.

*Arms for striking—Bend!*

4. (a) Strike sidew. left and right.

- (b) Same with raising left and right leg sidew.



*Hands on hips—Place!*

5. Bend trunk sidew. left and right and stretch opposite arm upw. (Close to the head.) Fig. 4.

6. Lunge forw. left and right and stretch arms diagonally. Fig. 5.



7. Same, but lunge sidew. Fig. 6.

*Left (right)—Face!*

8. Two glides sidew. left, and courtesy—1-4! Same right.



## LESSON XIV.

1. (a) Rise on toes and raise arms fore-upw.—1-2! Lunge forw. left and raise arms backw.—3-4! Fig. 1  
 (b) Same, lunging right.
2. (a) Bend knees and raise arms sidew.—1-2! Lunge sidew. left and raise arms diagonally.  
 (b) Same, lunging right.

*Hands on shoulders—Place!*

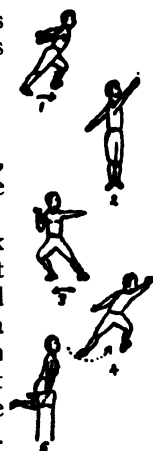
3. Bend trunk backw. and throw arms sidew. (palms up)—1-2! Bend trunk forw. and stretch arms forw.—3-4!

*Hands—Down!*

4. Lunge backw. left and right and raise arms forw.
5. Turn trunk to the left and raise the left arm backw., the right obliquely fore-upw.—1-2! Fig. 2. Same opposite—3-4!
6. *Mimetic exercise.* Putting the shot: Stoop and pick up the shot—1! Lunge backw. right, right arm bent upw. with palm upw. and the left arm extended forw.—2! Fig. 3. (Look at left hand.) With a light hop (careful to alight on toes) and a half turn left, change the position of the feet, extend the right arm forcibly forw. and slightly upw. and swing the left arm backw. (look at right hand)—3! Fig. 4. Position—4! Also to be practiced left.
7. Support on desks with feet raised backw. Fig. 5. Slightly bend and straighten the arms.

*Even-numbered lines left (right)—Face! Hands on hips—Place!*

8. Two closing steps forw. left and right, with rising on toes—1-6; step forw. left—7; swing right leg forw. and rise on toes of left foot—8; lower left heel and hold right leg forw., with the knee slightly bent—9. Repeat—7-8-9: right—10-12. (Around desks.)



## LESSON XV.

### *Wands.*

#### *Wand low in front—Place!*

1. (a) Rise on toes and raise arms fore-upw.—1-2! Bend-knee-step forw. left and raise arms forw., left up and right down—3-4!
- (b) Same right.

2. (a) Left hand on hip, the right over head—1-2! See Fig. 1. Same right—3-4!

- (b) Repeat (a), with bend-knee-step backw. left and right. Fig. 1.

#### *Arms upw.—Bend!*

3. Bend trunk backw. and stretch arms upw.—1-2! Bend trunk and stretch arms forw.—3-4! Fig. 2. (In both positions the arms are in line with the body.)

#### *Arms—Down!*

4. Rise on toes and raise arms fore-upw.—1! Bend knees and lower arms forw., the left up and right down—2! Fig. 3. Same as one—3! Same as two, with right hand below—4! From this position pass to one and continue.

5. Turn trunk to the left and raise arms, the right forw., the left upw. Fig. 4. Same opposite.

6. Repeat Exercise 2 (b), with bend-knee-step sidew. instead of backw.

7. (a) Step forw. left and raise arms fore-upw.—1-2! Same right—3-4!

- (b) Same with raising the rear leg and holding two counts. Fig. 5. (Take position on 1, hold—2-3, return—4!)

#### *Left (right)—Face!*

NOTE.—During Exercise 8, carry wand in position of "Port Arms." See Fig. 4, Lesson V.

8. (a) Two glides sidew. left—1-2; three quick steps in place—3-4. Same right.

- (b) As (a), but change step sidew. left instead of three quick steps.



## LESSON XVI.

### *Dumb-bells.*

*Arms for thrusting—Bend!* (Starting position for all exercises.)

1. Raise the left and right leg backw. and thrust upw.
  2. Raise the left and right leg sidew. and thrust diagonally. •Fig. 1.
  3. Bend knees and thrust forw.—1-2! Bend trunk backw. and thrust upw.—3-4! (The arms in line with the body.)
  4. Rise on toes and thrust upw.—1-2! Bend trunk downw. and thrust downw.—3-4!
  5. Raise left and right leg and thrust forw.
  6. Bend trunk sidew. left and right and thrust upw. Fig. 2.
  7. (a) Raise left leg forw. and thrust forw.—1-2! Raise left leg backw. and thrust upw.—3-4!
  8. *Mimetic exercise.* Boxing. (See Lesson III.)
- Hands on hips—Place!*
9. Step forw. left—1; swing right leg forw. and rise on toes of left foot—2; lower left heel and raise right foot in front of left knee—3 (Fig. 3); step forw. right—4; raise left foot behind right knee and rise on toes of right foot—5 (Fig. 4); lower left heel—6; two draw closing steps backw. leading left—7-12. Same right.



## LESSON XVII.

*Arms upw.—Bend!*

1. (a) Touchstep backw. left and stretch arms upw.—1-2! Lunge forw. left and stretch upw.—3-4! Fig. 1.

(b) Same right.

2. (a) Touchstep sidw. left and stretch arms sidw.—1-2! Lunge sidw. left and stretch arms diagonally—3-4! Fig. 2.

(b) Same right.

*Hands on hips—Place!*

3. (a) Bend-knee-step forw. right and stretch arms forw.—1-2! Bend trunk backw. and stretch arms sidw.—3-4! Fig. 3.

(b) Bend-knee-step forw. right and stretch arms forw.—1-2! Bend trunk forw. and stretch arms sidw.—3-4!

4. Lunge backw. left and right and stretch arms obliquely fore-upw. Fig. 4.

*To straddle position—Hop!*

5. (a) Bend left knee and the trunk sidw. left—1-2! Same right—3-4!

(b) Repeat (a), with stretching arms, the hand touching the heel of the foot on the side toward which the body is bent, the other upw. Fig. 5.

*Position—Stand!*

*Arms for striking—Bend!*

6. Lunge sidw. left and right and strike sidw.
7. Lunge forw. left and right and strike sidw. and down. Fig. 6. (The arms will be obliquely backw.)
8. *Mimetic exercise.* Putting the shot. (See Lesson XIV.)  
*Left (right)—Face! Hands on hips—Place!*
9. Touch left heel sidw. left—1; touch left foot in rear of right—2; repeat—3-4; glide polka sidw. left—5-8; repeat right—9-16.

## LESSON XVIII.

### *Wands.*

*Wand low in front—Place!*

1. Step forw. left, raise left arm upw., the right hand in front of left shoulder—1-2! Same right—3-4!
2. Bend-knee-step forw. left, raise left arm forw., the right hand in front of left hip—1-2! Fig. 1. Same opposite—3-4!
3. Bend trunk backw. and raise arms fore-upw.—1-2! Bend trunk forw., wand in front of shoulders—3-4! Fig. 2.
4. Rise on toes and raise arms upw.—1! Bend knees and lower wand behind shoulders—2! Fig. 3. Continue in two counts.

*Wand behind shoulders—Place!*

5. Bend-knee-step sidew. left and bend trunk to the left—1-2! Fig. 4. Same right—3-4!

*Wand low in front—Place!*

6. (a) As Exercise 2—1-2! Lunge forw. left and raise arms fore-upw.—3-4!

(b) Same right.

7. *Mimetic exercise.* Shooting with bow and arrow. (See Lesson VIII.)

*Wand at right shoulder—Carry!*

NOTE.—Return wands before doing Exercise 8.

8. Step forw. left—1; swing right leg forw. and rise on toes of left foot—2; right foot in front of left knee—3; step forw. right—4; raise left foot in rear of right knee and rise on toes of right foot—5; lower heels—6; draw step backw. leading left—7-8-9; half turn left—10-11-12. Same right.





## LESSON XIX.

### *Dumb-bells.*

*Arms for thrusting—Bend!* (Starting position for all exercises.)

1. Touchstep backw. left and right and thrust upw.
2. Touchstep forw. left and right and thrust forw.



*Stride position: Left foot forw.—Place!*

3. (a) Bend left knee and thrust arms diagonally—1-2!  
Fig. 1. Bend trunk backw. and thrust upw.—3-4!  
Fig. 2.

- (b) Bend right knee and thrust arms downw.—1-2!  
Bend trunk and thrust downw.—3-4! Fig. 4.

*Position of feet—Change!*

4. Repeat Exercise 3 (a) (Fig. 3) and (b).

*Position—Stand!*

5. (a) Rise on toes and thrust upw.—1-2! Bend-knee-step  
sidew. left and thrust diagonally—3-4! See Fig. 6.

- (b) Same right.

*To straddle position—Hop!*

6. (a) Turn trunk to the left and thrust right arm forw.—  
1-2! Fig. 5. Same opposite—3-4!

- (b) Repeat (a) in two counts.

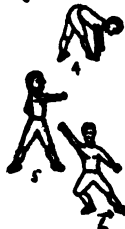
*Position—Stand!*

7. (a) Touchstep forw. left and thrust forw.—1-2! Bend-  
knee-step sidew. left and thrust diagonally—3-4!  
Fig. 6.

- (b) Same right.

*Even-numbered lines left (right)—Face! Hands on hips—Place!*

8. Glide hop forw. left and right—1-4; four marching steps forw.—5-8.  
(Around desks.)



## LESSON XX.

*Hands on shoulders—Place!*

1. Rise on toes and stretch arms upw.—1-2! Bend knees and throw  
arms sidew.—3-4!
2. Bend-knee-step left and right and stretch arms forw. .



*Hands—Down!*

3. Bend trunk backw. and raise arms sidew., palms up—1-2!  
Bend trunk forw. and bend arms inw.—3-4! Fig. 1.

*Hands on shoulders—Place!*

4. Bend-knee-step left and right and stretch arms backw.  
Fig. 2.

5. Bend-knee-step left and right and stretch arms sidew.  
*Hands—Down!*



6. Turn trunk to the left and raise arms diagonally, the right  
upw.—1-2! Fig. 3. Same opposite—3-4!

7. *Mimetic exercise.* Throwing the basketball. (See Les-  
son I.)

*Even-numbered lines left (right) — Face! Hands on  
hips—Place!*

8. Two mazurka balance steps forw. left and right—1-6;  
glide hop with two hops forw. left and right—7-12.  
(Around desks.)



**SEVENTH GRADE AND SIXTH GRADE.**

## RELAXATION DRILLS.

See page 3.

1. (a) Arms for thrusting—Bend! Thrust upw. and rise on toes.  
(b) Thrust left arm forw. and raise left knee—1-2! Same right—3-4!  
Repeat 30 to 40 times in rapid rhythm.  
(c) Mowing: In straddle position: With hands closed, swing arms to right as far as possible, turning trunk in same direction, then, with a slight bending of the body, swing the arms vigorously to the left and turn trunk to the left. At the same time move the right foot a short distance forw. and when again swinging the arms to the right move the left foot forw. 30 to 40 times. (See page 26.)  
(d) *A Breathing Exercise.* (See page 21.)
2. (a) Bend arms upw. and stretch upw., rising on toes, alternating with knee bending and stretching sidew.  
(b) See-saw: In straddle position, arms raised sidew.: Bend trunk sidew. left and right.  
(c) *A Breathing Exercise.* (See page 21.)
3. (a) Swing arms fore-upw. and bend trunk backw.; swing arms down and backw., bending the trunk forw. 10 to 20 times.  
(b) Windmill: With the left arm raised fore-upw.: Swing left arm fore-downw., and backw. and up, describing a circle forw., at the same time raise the right arm back, up and fore-downw. Twist the body toward the side where the arm is moving backw. and up. Accelerate the movements as they progress. Circle each arm 40 to 50 times. (See page 26.)  
(c) Bend knees and place hands on floor between the feet; rise on toes and stretch arms upw. 10 to 12 times.  
(d) *A Breathing Exercise.* (See page 21.)

## LESSON XXI.

*Arms upw.—Bend!* Fig. 1.

1. (a) Raise left and right leg backw. and stretch arms upw. Fig. 2
- (b) Raise left and right knee and stretch arms forw.
- (c) Alternate (a) and (b), with the left leg.
- (d) As (c), with the right leg.

*Arms—Down!*

2. Bend knees and raise arms forw.—1-2! Bend trunk backw. and raise arms sidew., palms up—3-4! Fig. 3.
3. Rise on toes and raise arm fore-upw.—1-2! Bend trunk forw. and raise arms sidew.—3-4! Fig. 4.
4. Raise left and right leg sidew. and the arms side-upw.

*Arms sidew—Raise!*

5. (a) Bend trunk sidew. left, raise right arm curved over head, the left behind the back—1-2! Fig. 5.
- Same opposite—3-4!
- (b) Same in two counts.

*Arms—Down!*

6. (a) Stride forw. left and raise arms forw.—1! Raise right leg backw. and swing arms to diagonal position—2! Fig. 6. Return—3-4!
- (b) Same opposite.
- (c) Alternate (a) and (b), in eight counts.

7. *Mimetic exercise.* Putting the shot. (See Lesson XIV.)

*Left (right)—Face! Hands on hips—Place!*

8. (a) Step sidew. left—1! Cross right in rear of left—2!
- Step sidew. left—3! Point forward right—4!
- Same right—5-8!

- (b) As (a), running instead of walking and raising right foot in rear of left and hop on left foot on 4. (Schottische step sidew.)
- Same right—5-8.



## LESSON XXII.

### *Dumb-bells.*

*Arms for thrusting—Bend!* (Starting position for all exercises.)



1. Bend-knee-step backw. left and right and thrust arms upw. Fig. 1.
2. Bend-knee-step sidew. left and right and thrust diagonally. Fig. 2.
3. Bend trunk backw. and thrust upw.—1-2! Fig. 3. Bend trunk downw. and thrust down—3-4! Fig. 4.
4. (a) Bend knees and thrust down (hands outside of the legs)—1-2! Rise on toes and thrust upw.—3-4!  
(b) Repeat (a), in alternate rows. (One beginning upw. and the other downw.)
5. Turn trunk left and right and thrust forw.
6. Bend-knee-step left and right and thrust forw.
7. *Mimetic exercise.* Boxing. (See Lesson III.)  
*Left (right)—Face! Hands on hips—Place!*
8. Three closing steps sidew. left with bending knees—1-9;  
half cross step turn backw. turning right—10-12.  
Repeat left. Same right.

## LESSON XXIII.

### Wands.

*Wand low in front—Place!*

*Stride position: Left foot forw. and arms upw.—Bend!*

1. (a) Rise on toes and stretch arms upw.—1-2! Bend knees (kneel right) and stretch arms forw.—3-4! Fig. 1.

(b) *Position of feet—Change!* Repeat, kneeling left.

*Position—Stand!*

2. (a) Raise left leg and arms sidew. left—1-2! Fig. 2. Bend trunk backw. and raise arms upw.—3-4! (In line with body.)

(b) Same, raising sidew. right.

3. (a) Raise left leg backw. and the arms upw.—1-2! Bend trunk forw. and raise wand in front of shoulders—3-4! Fig. 3.

(b) Same, raising right leg.

4. (a) Raise arms fore-upw.—1! Lower right arm obliquely side-downw., left hand in front of left shoulder—2! Return—3-4!

(b) Same opposite.

(c) Repeat (a), with stride sidew. left on 1, and bending left knee on 2. Fig. 4.

(d) Same opposite.

5. Stride sidew. left and raise arm upw.—1! Bend trunk sidew. left and cross arms, the right over the left—2! Fig. 5. Return—3-4! Same opposite—5-8!

6. Repeat Exercise 4 (a), (b), (c) and (d), but lower wand behind shoulder, left-hand over left shoulder (Fig. 6) in (a) and (c), opposite in (b) and (d).

7. Raise arms upw.—1! Wand low behind—2! Return—3-4!

*NOTE.*—Carry the wand in position of "Port Arms" for Exercise 8, until it is placed in the stand.

*Even-numbered lines left (right) about—Face!*

8. Three steps forw. and point right—1-4. Same, beginning right—5-8; step forw. left—9; point right—10; same right—11-12; repeat last four counts—13-16. (Around desks.)



## LESSON XXIV.

*Hands on shoulders—Place!*

1. (a) Rise on toes and stretch arms upw.—1-2! Bend knees and throw arms sidw.—3-4!
- (b) Repeat (a) in alternate rows. (One beginning upw., the other downw.)

*Hands—Down!*

2. Bend-knee-step backw. left and right and raise arms backw., turning palms outw. Fig. 1. (Rotation must be so that the thumbs move away from the body.)



*Hands on shoulders—Place!*

3. Bend trunk backw. and stretch arms upw. (in line with body)—1-2! Bend trunk and stretch arms downw.—3-4!



*Hands—Down!*

4. Bend-knee-step forw. left and right and raise arms forw. *Hands on shoulders—Place!*



5. (a) Raise left leg backw. and stretch arms upw.—1-2! Turn trunk to the left and stretch arms diagonally (right up)—3-4! Fig. 2.

(b) Same opposite.

*Hands—Down!*

6. Step forw. left, raise right leg backw. and the arms diagonally—1! Fig. 3. Hold—2! Position—3-4! Same right—5-8!



7. *Leaning rest on desks.* Fig. 4. (See Lesson VII.) Bend and straighten the arms.

*Hands on hips—Place!*

8. Three waltz balance steps: obliquely forw. left, obl. backw. right, obl. forw. left—1-9; half cross step turn backw. right—10-12. Same right.

## LESSON XXV.

### *Dumb-bells.*

#### *Arms for thrusting—Bend!*

1. (a) Thrust arms upw. and backw. Also with rising on toes on one.  
(b) Thrust diagonally. Also with raising leg sidw.
2. Lunge forw. left and right and thrust arms diagonally. Fig. 1.

#### *Arms—Down!*

3. (a) Bend trunk backw. and bend arms upw.—1! Fig. 2.  
Hold—2-3! Return—4!
- (b) Bend trunk forw. and bend arms inw.—1! Fig. 3.  
Hold—2-3! Return—4!
- (c) Alternate (a) and (b).

#### *Arms for thrusting—Bend!*

4. Lunge sidw, left and right and thrust arms diagonally.  
*To straddle position—Hop!*
5. Rise on toes and thrust arms upw.—1-2! Turn trunk to the left and thrust arms forw.—3-4! Repeat, turning right—5-8!

#### *Close feet—Hop!*

6. Lunge forw. left—1! Thrust arms upw. (in line with body)—2! Return—3-4! Same right—5-8!
7. Lunge sidw. left—1! Raise the right leg, sidw., straighten left knee and thrust diagonally—2! Fig. 4.  
Return—3-4! Same right—5-8!

#### *Even-numbered lines left (right) about—Face! Hands on hips—Place!*

8. Schottische run forw. left—1-4; two step hops right and left—5-8.  
Same right—9-16. (Around desks.)





## LESSON XXVI.

### *Wands.*

#### *Wand low in front—Place!*

1. (a) Step forw. left and raise arms upw.—1! Raise right leg backw., rise on toes of left foot and place right hand in front of left shoulder—2! Fig. 1. Return—3-4!
- (b) Same opposite.

2. As Exercise 1 (a) and (b), but sidew. Fig. 2. (Wand obliquely side-upw.)

3. (a) Bend-knee-step forw. left, arms forw., left up and right down—1-2! Fig. 3. Bend trunk backw. and raise arms up (in line with body)—3-4!

- (b) Same, but 1 and 2 right.

4. (a) Bend-knee-step backw. left and raise arms upw.—1-2! Bend trunk forw. and arms forw. (in line with the body)—3-4! Fig. 4.

- (b) Same, but 1 and 2 right.

5. Bend-knee-step sidew. left, raise left arm sidew., right arm upw. and turn head to the left—1-2! Fig. 5. Same opposite—3-4!

6. (a) Rise on toes and raise arms upw.—1-2! Turn trunk to the left and raise arms forw., right up and left down—3-4! Fig. 6.

- (b) Same opposite.

7. (a) Raise arms upw.—1! Bend-knee-step sidew. left and lower wand behind right shoulder—2! Return—3-4!

- (b) Same opposite.

8. *Mimetic exercise.* Shooting with bow and arrow. (See Lesson VIII.) Carry wand in position of "Port Arms."

*Even-numbered lines left (right) about—Face!*

9. Glide hop forw. left, hopping twice—1-3; closing step forw. right, with rising on toes—4-6. Same right—7-12. (Around desks.)



## LESSON XXVII.

*Arms upw.—Bend!*

1. (a) Raise the left and right leg backw. and stretch arms upw.
- (b) Raise the left and right knee and stretch arms forw.
- (c) Alternate (a) and (b), with the left leg—1-4! With the right leg—5-8!

*Arms—Down!*

2. Stride forw. left and raise arms forw.—1! Bend left knee and swing arms sidew.—2! Return—3-4! Same right—5-8!

3. (a) Bend trunk backw. and bend arms upw.—1! Stretch arms upw.—2! Fig. 1. Return—3-4!

- (b) Bend trunk forw. and bend arms inw.—1! Throw arms sidew.—2! Return—3-4!

- (c) Alternate (a) and (b).

4. Stride forw. left and raise arms fore-upw.—1! Bend left knee and swing the arms downw. and backw. (palms outw.)—2! Fig. 2. Return—3-4! Same right—5-8!

*Hop to straddle position and place hands behind neck—Hop!*

5. (a) Bend left knee and the trunk sidew. left—1-2! Same right—3-4!

- (b) Repeat (a), but in two counts.

*Position—Stand!*

6. (a) Stride forw. left and raise arms forw.—1! Bend both knees (kneel right) and swing arms sidew.—2! See Fig. 3. Return—3-4!

- (b) Same right, but raise arms to circle overhead on 2. Fig. 3.

- (c) Repeat (a) and (b) in succession, one line beginning with (a), the other with (b).

7. Support on the desks: Raise knees—1! Fig. 4. Hold to 16. Repeat several times.

*Even-numbered lines left (right)—Face!*

8. Two slow glides forw. left—1-4! Schottische run forw. left—5-8! Same right. (Around desks.)



## LESSON XXVIII.

### *Dumb-bells.*

#### *Hands on shoulders—Place!*

1. Bend-knee-step forw. left and stretch arms forw.—1-2! Raise left leg backw. and stretch arms upw.—3-4! Same right—5-8!
2. Bend-knee-step backw. left and stretch arms upw.—1-2! Raise left leg sidw. and stretch arms diagonally—3-4! Fig. 1. Same right—5-8!

#### *Hands—Down!*

*Stride position: Left foot forw. and hands on hips—Place!*

3. (a) Bend trunk backw. and stretch arms upw. (arms in line with body)—1-2! Bend trunk forw. and the arms for striking—3-4!

*Right about—Face!* (Turn on the heels.)

- (b) Repeat (a).

*Left about—Face! Position—Stand!*

4. (a) Bend knees and bend the arms upw.—1! Rise on toes and stretch arms upw.—2! Return to position one and continue.

- (b) Repeat in alternate rows. (One beginning downw., the other upw.)

*Hop to straddle position and bend arms for thrusting—Hop!*

5. (a) Turn trunk to the left and thrust arms forw.—1-2! Same right—3-4!

- (b) Repeat (a), but thrust right arm when turning left and left arm when turning right. Fig. 2.

- (c) Repeat (b), in two counts.

*Position—Stand!*

6. Lunge backw. left and bend arms inw.—1! Fig. 3. Stretch arms forw.—2! Return—3-4! Same right—5-8!

7. As Exercise 6, but raise the forw. leg on two. Fig. 4.

*Left (right)—Face! Hands on hips—Place!*

8. Three mazurka balance steps sidw. left, right, left—1-9; a whole turn right in three running steps—10-12. Same right.



## LESSON XXIX.

### *Wands.*

#### *Wand low in front—Place!*

1. Touchstep backw. left and raise right arm upw., the left hand in front of right shoulder—1-2! See Fig. 1. Same opposite—3-4!
2. As Exercise 1, but raise the leg backw. instead of touchstep. Fig. 1.
- 3 (a) Bend-knee-step backw. left, arms forw, left up and right down—1! Close step, arms upw. and bend trunk backw.—2! Return—3-4!
- (b) Same right.
4. (a) Bend-knee-step backw. left, arms forw.—1! Close step, bend trunk forw. and raise arms in line with trunk—2! Return—3-4!
- (b) Same right.
5. (a) Rise on toes and raise arms upw.—1! Lunge sidw. left and lower wand behind left shoulder—2! Fig. 2. Return—3-4!
- (b) Same opposite.
6. (a) Raise arms sidw. right—1! Bend trunk sidw. left and cross arms, right over left—2! Fig. 3. Return—3-4!
- (b) Same opposite.
7. (a) Bend knees and raise arms forw.—1! Lunge sidw. left, lower right arm obliquely side-downw., left hand in front of shoulder—2! Fig. 4. Return—3-4!
- (b) Same opposite.  
Carry wand in position of "Port Arms."
- Even-numbered lines left (right) about—Face!*
8. (a) Raise left leg forw.—1; touch left foot (toes) beside right in-step—2; repeat—3-4; four glides forw. leading left—5-8. Same right—9-16.
- (b) As (a), but with hopping on each of the first four counts. (Around desks.)



### LESSON XXX.

1. (a) Step forw. left and raise arms forw.—1! Raise the right leg backw., the left arm obliquely fore-upw., the right backw.—2! Fig. 1. Return—3-4!

(b) Same opposite.

2. Lunge sidew. left and right and raise arms side-upw.

*Stride position: Left foot forw.—Place!*

3. (a) Bend trunk backw. and bend arms upw.—1! Stretch the arms upw. (in line with the body)—2! Return—3-4! Same bending forw. and stretching arms sidew.—5-8!

*Right about—Face! (Turn on heels.)*

(b) Repeat (a).

*Position—Stand! Left about—Face!*

4. (a) Rise on toes and raise arms fore-upw.—1! Bend knees and lower arms sidew., palms up—2! Return—3-4!

(b) Repeat, with clapping hands over head on 3.

5. Lunge sidew. left and place hands on shoulders—1! Bend trunk sidew. left and stretch arms up and down—2! Fig. 2. Return—3-4! Same right—5-8!

6. (a) Bend arms inw.—1! Raise left knee and stretch arms forw.—2! Return—3-4! Same right—5-8!

(b) As (a), but throw arms and raise leg sidew.

7. Raise left knee and bend arms upw.—1! Fig. 3. Stretch left leg backw. and the arms upw.—2! Return—3-4! Same right—5-8!

8. *Mimetic exercise.* Throwing the basketball. (See Lesson I.)

*Even-numbered lines left (right) about—Face! Hands on hips—Place!*

9. Step forw. left—1; swing forw. right and rise on toes—2; lower left heel and hold right leg backw.—3. Fig. 4. Repeat, beginning right—4-6; three running steps forw.—7-8-9; point forw. right and hold—10-12. Same right. (Around desks.)



**EIGHTH GRADE AND SEVENTH GRADE.**

## RELAXATION DRILLS.

See page 3.

1. (a) Hoisting Sail: Straddle position: Stretch one arm up and slightly bend body toward other side (take hold of rope); pull that arm down and stretch the other up, bending toward opposite side, and repeat 40 to 50 times. (The hands should be clenched when up, and the arms pulled down with force.)  
(b) In straddle position, arms stretched upw. with hands clasped: Bend trunk forw. and backw. 15 to 20 times. Also sidew.  
(c) *A Breathing Exercise.* (See page 21.)
2. (a) Swing the arms fore-upw.—1! Lower sidew., palms up and arms well back—2! Lower arms—3! 10 to 15 times.  
(b) Same with rising on toes on 1, and bending knees on 2.  
(c) Chopping wood: In straddle position: Clasp hands and swing them over one shoulder (once the left, then the right); swing the arms down and between the legs, at the same time bending the knees slightly. Repeat 10 to 15 times.  
(d) *A Breathing Exercise.* (See page 21.)
3. (a) In straddle position: Bend knees, lower the hands to the floor, straighten the knees, rise on toes and stretch arms upw. (look up). Repeat 10 to 15 times.  
(b) In straddle position, arms bent for thrusting: Bend trunk downw. and thrust left arm down and touch left foot, bend left arm and thrust right arm down and touch right foot.  
(c) See-saw: In straddle position, arms raised sidew.: Bend left knee, bend trunk sidew. left, and touch left heel, then bend to other side. Repeat 15 to 20 times.  
(d) *A Breathing Exercise.* (See page 21.)

## LESSON XXXI.

1. Place hands on shoulders—1! Raise left leg backw. and stretch arms upw.—2! Return—3-4! Same right—5-8!
  2. (a) Bend arms for striking—1! Strike sidew.—2! Return—3-4!
  - (b) Same, with bending knees on 2. Fig. 1.
  3. Stride backw. left and raise arms fore-upw.—1! Bend trunk backw. and lower arms sidew., palms up—2! Fig. 2. Return—3-4! Same, with striding right—5-8!
  4. As Exercise 3, but stride and bend forw.
  5. Place hands on shoulders.—1! Bend-knee-step backw. left and stretch arms forw.—2! Return—3-4! Same right—5-8!
  6. Turn trunk left and right and raise arms fore-upw. Fig. 3.
  7. Bend arms for striking—1! Bend-knee-step sidew. left and strike sidew.—2! Return—3-4! Same right—5-8!
  8. Bend arms inw.—1! Bend-knee-step forw. left and stretch arms forw.—2! Fig. 4. Return—3-4! Same right—5-8!
- Left (right)—Face! Hands on hips—Place!*
9. Point sidew. left—1; raise left foot in rear of right knee—2 (Fig. 5); point sidew. left—3; raise left foot in front of right knee—4 (Fig. 6); step sidew. left—5; cross right in rear of left—6; step sidew. left—7; point right in front—8. Same right—9-16.



## LESSON XXXII.

### *Dumb-bells.*

1. Bend arms for thrusting—1! Touchstep backw. left and thrust upw.—2! Return—3-4! Same right—5-8!
2. As Exercise 1, but touchstep and thrust forw.
3. Bend trunk backw. and bend arms upw.—1! Stretch arms upw. (in line with body)—2! Fig. 1. Return—3-4!
4. As Exercise 3, but bend forw. Fig. 2.
- Half left—Face!*
5. Bend arms for thrusting—1! Touchstep sidew. left and thrust sidew.—2! Return—3-4! Same right—5-8!
- Front—Face!*
6. Bend trunk sidew. left and bend arms upw.—1! Stretch the arms upw.—2! Fig. 3. Return—3-4! Same, right—5-8!
7. Bend arms for thrusting—1! Bend-knee-step forw. left and thrust forw.—2! Fig. 4. Return—3-4! Same right—5-8!
8. *Mimetic exercise. Boxing. (See Lesson III.)*  
*Left (right)—Face! Hands on hips—Place!*
9. Stride step turn sidew. left—1-3; point right forw.—4-6. Same right.





## LESSON XXXIII.

### *Wands.*

#### *Wand low in front—Place!*

1. (a) Bend arms upw.—1! Stretch arms upw. and raise the left leg backw.—2! Return—3-4!

(b) Same right.

(c) Alternate (a) and (b).



2. As Exercise 1, but raise the left and right knee and stretch arms forw.

3. Raise arms upw.—1! Bend trunk backw. and lower wand in front of shoulders—2! Fig. 1. Return—3-4!

4. Raise arms upw.—1! Bend trunk forw. and lower wand behind shoulders—2! Fig. 2. Return—3-4!

5. Rise on toes and raise arms upw.—1! Bend knees and lower arms forw., left up and right down—2! Fig. 3. Same as one—3! As two, but hands reversed—4! Same as one and continue.

6. (a) Raise arms upw.—1! Lower left hand in front of right shoulder, right arm against the head, and bend trunk sidew. left—2! Fig. 4. Return—3-4!

(b) Same opposite

7. Repeat Exercise 1 (c), but bend-knee-step backw. instead of raising the leg.

8. Rise on toes and raise arms upw.—1! Lower wand behind—2! Fig. 5. Return—3-4! Return wands before doing Exercise 9.

#### *Left (right)—Face! Hands on hips!—Place!*

9. (a) Point sidew. left—1; raise left foot in rear of right knee—2; point sidew. left—3; raise left foot in front of right knee—4; step sidew. left—5; cross right in rear of left—6; step sidew. left—7; point right—8. Same right—9-16.

- (b) Repeat (a), hopping four times on the right foot—1-4; then schottische sidew. left, raising foot in rear on 8—5-8. Same right.

### LESSON XXXIV.

1. Touchstep forw. left and raise arms forw.—1! Touchstep backw. left and raise arms upw.—2! Return—3-4! Same right—5-8!
2. Touchstep sidw. left and raise arms sidw.—1! Cross-touchstep backw. left and the left arm curved over head, the right across the back—2! Fig. 1. Return—3-4! Same right—5-8!
3. Bend trunk backw. and bend arms upw.—1! Fig. 2. Stretch arms sidw.—2! Return—3-4!
4. As Exercise 3, but bend forw.
5. Rise on toes and raise arms fore-upw.—1! Bend knees and lower arms sidw. (palms up)—2! Return—3-4!
6. Touchstep sidw. left and raise arms side-upw., clapping hands—1! Bend trunk sidw. left—2! Fig. 3. Return—3-4! Same right—5-8!
7. Bend-knee-step sidw. left and raise arms sidw.—1! Straighten right knee, raise left foot behind right knee and raise arms upw.—2! Fig. 4. Return—3-4! Same right—5-8!
8. Bend-knee-step forw. left and raise arms forw.—1! Raise left leg backw. and raise arms upw.—2! Return—3-4! Same right—5-8!  
*Left (right)—Face! Hands on hips—Place!*
9. Draw balance step sidw. left—1-3! Stride-step turn left—4-6! Same right—5-8!



## LESSON XXXV.

### *Dumb-bells.*

1. Bend arms upw.—1! Rise on toes and stretch arms upw.—2! Return—3-4!

*Half left—Face!*

2. Bend arms upw.—1! Bend knees and stretch arms sidw.—2! Return—3-4!

*Front—Face!*

3. Stride backw. left and place hands on shoulders—1! Bend trunk backw. and stretch arms upw.—2! Fig. 1. Return—3-4! Same with stride right—5-8!

4. As Exercise 3, but stride and bend forw., stretching arms sidw.

*Arms upw.—Bend!*

5. Odd-numbered lines rise on toes and stretch arms upw., even-numbered bend knees and stretch arms sidw.—1-2! Change—3-4!

*Arms—Down!*

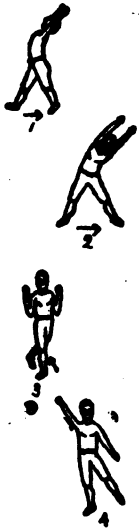
6. Stride sidw. left and place hands on shoulders—1! Bend trunk sidw. left and stretch arms upw.—2! Fig. 2. Return—3-4! Same right—5-8!

7. Touchstep forw. left and bend arms upw.—1! Raise (swing) the left leg backw. and stretch arms upw.—2! Return—3-4! Same with right leg—5-8!

8. Cross-touchstep backw. left and bend arms upw.—1! Fig. 3. Raise leg sidw. left and stretch arms diagonally—2! Fig. 4. Return—3-4! Same to the opposite side—5-8!

*Even-numbered lines left (right) about—Face! Hands on hips—Place!*

9. Step forw. left—1; point forw. right—2; step forw. right—3; point forw. left—4; step hop forw. left and right—5-8. (Around desks.)



## LESSON XXXVI.

### *Wands.*

*Wand low in front—Place!*

1. Step forw. left, raise left arm upw., right hand in front of left shoulder—1! Fig. 1. Raise right arm upw. and the right leg backw.—2! Return—3-4! Same opposite—5-8!
  2. Bend-knee-step sidew. left and raise arms sidew. left—1! Fig. 2. Close step, rise on toes and raise arms upw.—2! As "one," but to the right—3! Position—4! Same, beginning right—5-8!
  3. Stride forw. left and raise arms upw.—1! Bend trunk backw. and lower wand in front of shoulders—2! Return—3-4! Same with striding right—5-8!
  4. Stride backw. left and raise arms upw.—1! Bend trunk forw. and lower wand behind shoulders—2! Return—3-4! Same, with striding right—5-8!
  5. Rise on toes and raise arms upw.—1! Bend-knee-step forw. left, lower left arm forw., and the right hand in front of left hip—2! Fig. 3. As one—3! As two, but right forw.—4! As one and then continue.
  6. Stride sidew. left and raise arms upw.—1! Lower left hand in front of right shoulder, right arm against the head and bend trunk sidew. left—2! Fig. 4. Return—3-4! Same opposite—5-8!
  7. Lunge sidew. left and right, wand behind left and right shoulder. Fig. 5. (Turn head in the direction of the lunge.)
  8. *Mimetic exercise.* Shooting with bow and arrow. (See Lesson VIII.) Carry wand at 'Port Arms' while doing Exercise 9.
- Left (right)—Face!*
9. Mazurka balance step sidew. left and right—1-6; half cross step turn left—7-9; step sidew. left—10; cross right in rear of left and bend both knees—11; straighten knees—12. Same right.



## LESSON XXXVII.

1. Raise left leg and arms forw.—1! Bend-knee-step backw. and raise the arms upw.—2! Return—3-4! Same right—5-8!
2. Raise left leg and arms forw.—1! Bend-knee-step and arms sidew. left—2! Fig. 1. Return—3-4! Same right—5-8!

*Stride position: Left foot forw. and hands behind neck—Place!*

3. (a) Bend right knee and bend trunk backw.—1! Fig. 2. Straighten—2! Bend left knee and bend trunk forw.—3-4!



*Right about—Face! (On heels.)*

- (b) Repeat (a).

*Front—Face! Position—Stand!*

*Hop to straddle position and bend arms for striking—Hop!*



4. (a) Bend left knee and strike sidew. left—1-2! Same right—3-4!

- (b) Bend both knees and strike sidew.—1-2! Or alternate left and right in two counts.

*Arms sidew.—Stretch! (Feet remain straddled.)*



5. Turn trunk to the left and swing right arm to the left—1-2! Fig. 3. Same right—3-4!

*Position—Stand!*

6. Raise the left leg backw. and the arms fore-upw.—1! Lunge forw. left and swing the arms fore-downw. and backw.—2! Fig. 4. Return—3-4! Same right—5-8!



7. Cross-touchstep forw. left and raise arms side-upw.—1! Lunge sidew. left, the arms diagonally—2! Return—3-4! Same right—5-8!

8. *Mimetic exercise.* Putting the shot. (See Lesson XIV.)

*Even-numbered lines left (right) about—Face! Hand on hips—Place!*

9. Slow glide forw. left—1-2; glide hop—3-4; three running steps forw., beginning right, and point left foot forw.—5-8. Repeat right—9-16. (Around desks.)

## LESSON XXXVIII.

### *Dumb-bells.*

1. Lunge forw. left and bend arms for thrusting—1! Thrust upw. (in line with body)—2! Return—3-4! Same, lunging right—5-8!
2. As Exercise 1, but lunge sidw. and thrust diagonally.
3. Bend trunk backw. and bend arms upw.—1! Stretch arms upw. (in line with the body)—2! Return—3-4!
4. Bend trunk obliquely forw. left and bend arms upw.—1! Stretch arms sidw.—2! Fig. 1. Return—3-4! Same, but bend to the right—5-8!

*To straddle position and bend arms for thrusting—Hop!*

5. Bend left and right knee and thrust arms diagonally. Fig. 2.

6. (a) Bend left knee, turn trunk to the left and thrust arms forw.—1-2! Fig. 3. Same right—3-4!

(b) Repeat (a), but thrust the right arm forw. on 1, and the left on 3.

(c) Repeat (b), in two counts.

*Position—Stand!*

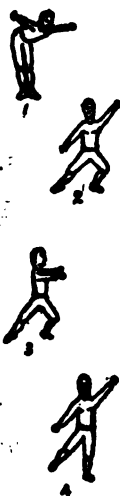
7. Touchstep backw. left and bend arms for thrusting—1! Lunge forw. left and thrust upw.—2! Return—3-4! Same with right leg—5-8!

8. Lunge sidw. left and bend arms for thrusting—1! Straighten left knee, raise the right leg and thrust arms diagonally—2! Fig. 4. Return—3-4! Same opposite—5-8!

*Left (right)—Face! Hands on hips—Place!*

9. (a) Stride step turn sidw. left—1-3; cross right in rear of left (courtesy)—4; swing right leg sidw.—5; touch right foot beside left instep—6. Same right—7-12.

(b) As (a), but with hopping on 5-6.



## LESSON XXXIX.

### *Wands.*

#### *Wand low in front—Place!*

1. Bend arms upw.—1! Touchstep backw. and stretch arms upw.—2!  
Return—3-4! Same right—5-8!

2. As Exercise 1, but touchstep and stretch forw.

3. Stride backw. and raise arms upw.—1! Bend left knee, bend the trunk backw. and lower wand in front of shoulders—2! Fig. 1. Return—3-4! Same with striding right—5-8!



4. Stride forw. left and raise arms upw.—1! Bend left knee, bend trunk forw. and lower wand behind shoulders—2! Fig. 2. Return—3-4! Same with striding right—5-8!



5. (a) Bend arms upw.—1! Rise on toes and stretch upw.—2! Return—3-4!

(b) As (a), but bend knees and stretch forw. on two.

(c) Repeat (a) and (b), in succession, odd-numbered lines beginning with (a), others with (b).

6. Stride sidw. left and raise arms upw.—1! Lower left hand to left hip, right arm bent over head, bend left knee and the trunk sidw. left—2! Fig. 3. Return—3-4! Same right—5-8!



#### *Arms upw.—Bend!*

7. (a) Bend-knee-step backw. left and right and stretch arms upw.

(b) Bend-knee-step forw. left and stretch arms forw., left arm up, right down—1-2! Fig. 4. Same right forw. and right arm up—3-4!

(c) Repeat (a) and (b), in succession.

*Wand at right shoulder—Carry!* (Return wand before doing Exercise 8.)

#### *Hands on hips—Place!*

8. Step forw. left—1; point forw. right—2; step forw. right—3; point forw. left—4; repeat—5-8; four change steps backw. with slight turning of body sidw.—9-16.

## LESSON XL.

*Hands on shoulders—Place!*

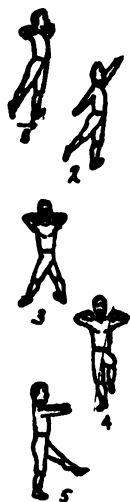
1. Rise on toes and stretch arms upw.—1-2! Bend knees and stretch arms sidew.—3-4!

*Arms—Down!*

2. Step forw. left and place hands on shoulders—1! Fig. 1. Raise right leg backw. and stretch arms diagonally—2! Fig. 2. Return—3-4! Same with stepping right—5-8!
3. Bend-knee-step forw. left and place hands behind neck—1! Bend trunk backw.—2! Return—3-4! Same, but bend-knee-step right—5-8!
4. Rise on toes and place hands behind neck—1! Lower heels and bend trunk obliquely forw. left—2! Return—3-4! Same, but bend to the right—5-8!
5. Stride backw. left and place hands on shoulders—1! Bend left knee and stretch arms forw.—2! Return—3-4! Same, with striding right—5-8!
6. Stride forw. left and raise arms sidew.—1! Turn trunk to the left, place hands behind neck—2! Fig. 3. Return—3-4! Same right—5-8!
7. Raise left knee and place hands on shoulders—1! Fig. 4. Stretch leg and arms forw.—2! Fig. 5. Return—3-4! Same, with right leg—5-8!
8. *Mimetic exercise.* Throwing the basketball. (See Lesson I.)

*Left (right)—Face! Hands on hips—Place!*

9. Two mazurka balance steps sidew. left and right—1-6; five steps sidew. left with crossing right in rear on 8, and in front on 10, and point right in front on 12. Same right.







**EIGHTH GRADE.**

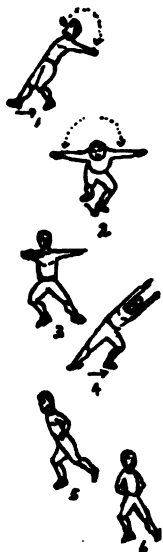
## RELAXATION DRILLS.

See page 3.

1. (a) *Arms for thrusting—Bend!* Thrust upw. and rise on toes.  
(b) Thrust left arm forw. and raise left knee—1! Return—2! Same right—3-4! Repeat 20 to 30 times. Rapid rhythm.  
(c) Mowing: In straddle position: With hands closed, swing arms to right as far as possible, turning trunk in same direction, then, with a slight forw. bending of the body, swing the arms vigorously to the left and turn trunk to the left. At the same time move the right foot a short distance forw., and when again swinging arms to right move the left foot forw. 30 to 40 times.  
(d) *A Breathing Exercise.* (See page 21.)
2. (a) Swing arms fore-upw. and bend trunk backw.; swing arms downw. and backw., bending trunk forw. 10 to 20 times.  
(b) Windmill: With the left arm raised fore-upw.: Swing left arm fore-downw., backw. and up, describing a circle forw.; at the same time raise the right arm back, up and fore-downw. Twist the body toward the side where the arm is moving backw. and up. Accelerate the movements as they progress. Circle each arm 40 to 50 times.  
(c) Bend knees and place hands on floor between the feet, rise on toes and stretch arms upw. 10 to 20 times.  
(d) *A Breathing Exercise.* (See page 21.)
3. (a) Bend arms to strike—1! Strike arms sidw.—2! Return—3-4! 15 to 20 times.  
(b) Repeat, with hopping to straddle position on 1, and bending knees on 2.  
(c) In straddle position, arms raised sidw.: Bend trunk forw. and touch left foot with right hand, then the right foot with the left hand. 12 to 16 times.  
(d) *A Breathing Exercise.* (See page 21.)

## LESSON XLI.

1. Bend-knee-step forw. left and raise arms forw.—1! Close step, rise on toes and raise arms upw.—2! As one, but right forw.—3; Position—4!
2. Bend-knee-step sidew. and raise arms sidew. left—1! Rise on toes and raise arms upw.—2! As one, but to the right—3! Position—4! Also beginning right.
3. Lunge backw. left and raise arms fore-upw.—1! Bend trunk backw. and lower arms sidew., palms up—2! Fig. 1. Return—3-4! Same, lunging right—5-8!
4. Same, but lunge and bend forw. Fig. 2.
5. Lunge sidew. left and raise arms side-upw.—1! Straighten left and bend right knee and lower arms sidew. left—2! Fig. 3. Return—3-4! Same, lunging right—5-8!
6. Lunge sidew. left and raise arms sidew.—1! Bend trunk sidew. left and raise arms upw. (Fig. 4) (in line with body)—2! Return—3-4! Same right—5-8!
7. (a) Rise on toes and raise arms fore-upw.—1! Bend knees and lower arms sidew., palms up—2! Continue in two counts.  
 (b) As (a), in alternate lines, one beginning with rising on toes, the other with bending knees.
8. *Leaning rest on desks:* Bend and straighten arms. (See Lesson XXIV.)  
*Left (right)—Face! Hands on hips—Place!*
9. Toe and heel polka sidew. left and right: Turn body one-fourth to the right and touch left toe sidew.—1 (Fig. 5); turn body to the left and touch left heel sidew.—2 (Fig. 6); change step sidew. left—3-4. Same right.



## LESSON XLII.

### *Dumb-bells.*

1. Cross-touchstep left forw. and place hands on shoulders—1! Lunge forw. left and stretch arms upw.—2! Fig. 1. Return—3-4! Same right—5-8!
2. As 1, but lunge sidew. and stretch diagonally.
3. Touchstep forw. left and place hands on shoulders—1! Bend trunk backw. and stretch arms upw. (in line with the body)—2! Return—3-4! Same, with touchstep right—5-8!
4. As Exercise 3, but touchstep backw. and bend forw. Fig. 2.
5. Lunge backw. left and place hands on shoulders—1! Stretch arms forw.—2! Return—3-4! Same right—5-8!
6. As Exercise 3, but touchstep and bend sidew. Fig. 3.
7. Lunge sidew. left and place hands on shoulders—1! Straighten left and bend right knee, stretch arms diagonally—2! Fig. 4. Return—3-4! Same, lunging right—5-8!
8. *Mimetic exercise.* Putting the shot. (See Lesson XIV.)  
*Hands on hips—Place!*
9. (a) Step forw. left—1; swing right leg forw. and rise on toes of left foot—2; lower left heel and hold right leg forw., knee slightly bent—3; same right—4-6; two change steps backw. (counting three for each step)—7-12.  
(b) As (a), but with a half turn right with second change step.

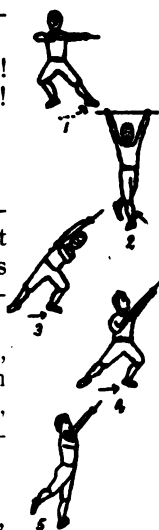


## LESSON XLIII.

### *Wands.*

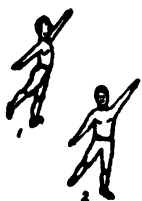
#### *Wand low in front—Place!*

1. (a) Raise arms sidw. left—1! See Fig. 1. Rise on toes and raise arms upw.—2! Lower arms to the right—3! Position—4!  
 (b) Same, beginning right.
2. Touchstep forw. left and raise arms forw.—1! Bend-knee-step and arms sidw. left—2! Fig. 1. Return—3-4! Same right—5-8!
3. (a) Bend trunk backw. and bend arms upw.—1! Stretch arms upw. (in line with the body)—2! Bend arms—3! Position—4!  
 (b) Same forw.  
 (c) Alternate (a) and (b).
4. Bend-knee-step sidw. left, the left arm obliquely side-downw., right hand in front of shoulder (look at left hand)—1! Cross-touchstep backw. left, arms upw.—2! Fig. 2. Return—3-4! Same opposite—5-8!
5. Lunge sidw. left, right arm obliquely side-downw., left hand in front of shoulder—1! Raise right arm upw. against the head, left hand at right shoulder, and bend trunk sidw. left—2! Fig. 3. Return—3-4! Same opposite—5-8!
6. Lunge forw. left and right and raise arms upw.
7. Lunge sidw. left, the left arm obliquely side-upw., the right hand in front of shoulder—1-2! Fig. 4. (Look at the upper hand.) Same opposite—3-4!
8. (a) Lunge forw. left and raise arms upw.—1! Straighten left knee, raise right leg backw. and lower right hand in front of left shoulder—2! Fig. 5. Return—3-4!  
 (b) Same right.  
 (c) (a) and (b), in succession.  
 Carry wand in position of "Port Arms."  
*Even-numbered lines left (right) about—Face!*
9. Heel and toe polka forw., left and right—1-8; two change steps forw.—9-12; a whole turn right with two change steps—13-16. (Around desks.)



## . LESSON XLIV.

1. Lunge forw. left and bend arms upw.—1! Straighten left knee, raise right leg and stretch arms diagonally—2! Fig. 1. Return—3-4! Same, lunging right—5-8!
2. As Exercise 1, but lunge sidew. Fig. 2.



3. Lunge backw. left and raise arms sidew.—1! Bend trunk backw. and raise arms upw.—2! Fig. 3. Return—3-4! Same, with lunging right—5-8!

4. As Exercise 3, but lunge and bend forw.  
*Arms upw.—Bend!*

5. (a) Raise left and right leg backw. and stretch arms upw.

- (b) Same, but raise leg and stretch forw.

- (c) Same, but raise leg and stretch sidew.

*Arms—Down!*



6. Lunge sidew. left and raise arms side-upw.—1! Bend trunk sidew. and place left arm across the back—2! Fig. 4. Return—3-4! Same opposite—5-8!

7. Lunge backw. left and raise arms backw.—1! Fig. 5. Straighten left leg and bend right knee, swing arms fore-upw.—2! Fig. 6. Return—3-4! Same right—5-8!



8. (a) *Leaning rest on desks:* Raise the left and right knee.

- (b) Bend and straighten arms.

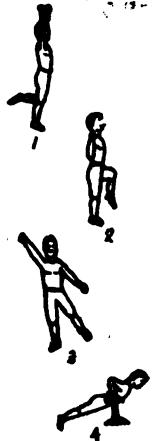
*Position—Stand! Left (right)—Face! Hands on hips—Place!*

9. Two mazurka balance steps sidew. left and right—1-6; stride step turn left—7-9; cross right in rear of left—10; bend both knees—11; straighten—12. Same right.

## LESSON XLV.

### *Dumb-bells.*

1. Bend arms upw.—1! Raise the left foot backw. and stretch arms upw.—2! Fig. 1. Return—3-4! Same right—5-8!
2. As Exercise 1, but raise knee and stretch forw.
3. Bend knees and raise arms fore-upw.—1! Straighten knees, bend trunk backw.—2! Return—3-4!
4. Rise on toes and raise arms fore-upw.—1! Lower heels and bend trunk forw. (arms remain in line with body)—2! Return—3-4!
5. (a) Raise left knee and bend arms upw.—1! Fig. 2. Stretch leg and arms forw.—2! Return—3-4! Same right—5-8!  
 (b) As (a), but stretch leg backw. and arms upw.  
 (c) As (a), but stretch leg sidw. and arms diagonally. Fig. 3.
6. Rise on toes and raise arms fore-upw.—1! Turn trunk left and lower arms forw.—2! Return—3-4! Same to the right—5-8!
7. Step forw. left, raise right leg backw. and the arms diagonally—1! Hold—2-3! Position—4! (The class has advanced one step.) Repeat right—5-8! Repeat all—9-16! *Four steps backw.—March!*  
*Bells on desks (crossed) —Place!*
8. *Leaning rest on seats:* Bend and straighten arms. Fig. 4.  
*Position—Stand! Left (right)—Face! Hands on hips—Place!*
9. Touch left toe sidw. and turn body one-fourth turn right—1; half turn left and touch left heel sidw.—2; repeat—3-4; schottische sidw. left, raising right foot in rear—5-8. Same right.





## LESSON XLVI.

### *Wands.*

#### *Wand low in front—Place!*

1. Bend-knee-step forw. left, the left arm forw., right hand in front of left hip—1! Fig. 1. Close step, rise on toes and raise arms upw.—2! Return—3-4! Same right—5-8!
2. Bend-knee-step and raise arms sidw. left—1! Straighten right knee, raise left leg sidw. and the arms upw.—2! Fig. 2. Return—3-4! Same right—5-8!

#### *Stride position: Left foot backw.—Place*

3. (a) Bend trunk backw. and raise arms upw.—1! Lower wand in front of shoulders—2! Return—3-4!
- (b) Bend trunk forw. and raise arms in line with the body—1! Wand behind shoulders—2! Return—3-4!

#### *Position of the feet—Change! Repeat (a) and (b).*

4. Bend-knee-step backw. left, place left hand on hip, right arm over head—1! Fig. 3. Straighten right knee, raise left leg backw. and raise arms upw.—2! Return—3-4! Same right—5-8!
5. Lunge and bend trunk sidw. left and bend arms upw.—1! Fig. 4. Stretch arms upw. (in line with body)—2! Return—3-4! Same right—5-8!
6. (a) Stride sidw. left and bend arms upw.—1! Bend left knee and stretch arms upw.—2! Straighten left and bend right knee, the wand behind right shoulder—3! Fig. 5. Position—4!
- (b) Same opposite.
7. (a) Stride forw. left and bend arms upw.—1! Bend left knee and stretch arms upw.—2! Straighten left and bend right knee, and lower arms forw., left up, right down—3! Fig. 6. Position—4!

- (b) Same opposite.

*Wand at shoulder—Carry! (Return wands before doing Exercise 8.)*

#### *Left (right)—Face! Hands on hips—Place!*

8. (a) Glide sidw. left—1; cut and hop with right foot—2-3; repeat—4-9. Three running steps in place—10-12. Same right.
- (b) Three mazurka hops sidw. left—1-9; a whole turn left in three running steps—10-12. Same right.



## LESSON XLVII.

*Arms for thrusting—Bend!* (Starting position for all exercises.)

1. Stride forw. left and thrust arms forw.—1! Bend left knee and raise arms upw.—2! Return—3-4! Same right—5-8!
2. As Exercise 1, but swing arms sidew. on two. Fig. 1.
3. Stride forw. left and thrust arms upw.—1! Bend trunk backw. and lower the arms sidew., palms up—2! Return—3-4! Same, striding right—5-8!
4. As Exercise 3, but bend forw.
5. Stride sidew. left and thrust arms upw.—1! Bend left knee and lower right arm sidew., the left arm curyed over head (look at right hand)—2! Fig. 2. Return—3-4! Same to the opposite side—5-8!
6. Stride sidew. left and thrust arms sidew.—1! Bend left knee and the trunk sidew.—2! Fig. 3. Return—3-4! Same right—5-8!
7. Stride forw. left and thrust arms sidew.—1! Bend both knees (kneel right), and raise arms upw.—2! Fig. 4. Return—3-4! Same, with stride right—5-8!
8. *Mimetic exercise.* Throwing the basketball. See Lesson I.)



*Even-numbered lines left (right) about—Face! Hands on hips—Place!*

9. Hop twice on the left foot and raise the right foot behind left knee—1-2! Hop twice on the right foot and raise left leg. forw.—3-4; schottische run forw. left—5-8. Same right—9-16. (Around desks.)

## LESSON XLVIII.

### *Dumb-bells*

*Hands on shoulders—Place!*

1. Bend-knee-step forw. left and stretch arms forw.—1! Straighten right and bend left knee, swing the arms down and backw.—2! Fig. 1. Return—3-4! Same right—5-8!



2. Bend-knee-step sidew. left and stretch arms diagonally—1! Fig. 2. Straighten right and bend left knee, raise arms upw.—2! Return—3-4! Same right—5-8!

*Hands—Down!*

3. Rise on toes and raise arms fore-upw.—1! Bend trunk backw. and bend arms for striking—2! Fig. 3. Return—3-4!



4. Same, but bend forw.

*Hands on shoulders—Place!*

5. Bend-knee-step backw. left and right and stretch arms upw.

*Hands—Down!*

6. Lunge sidew. left and raise arms sidew. right—1! Bend trunk sidew. left, place left hand on hip and raise right arm against the head—2! Fig. 4. Return—3-4! Same right—5-8!



7. Lunge forw. left and raise arms diagonally—1! Straighten left knee and raise right leg backw. and change position of arms—2! Fig. 6. Return—3-4! Fig. 5. Same, lunging right—5-8!

*Even-numbered lines left (right) about—Face! Hands on hips—Place!*

8. Leap hop left and right—1-4; schottische forw. left—5-8. Same right—9-16. (Around desks.)

## LESSON XLIX.

### *Wands.*

*Wand low in front—Place!*

1. Raise left knee and bend arms upw.—1! Stretch leg backw. and the arms upw.—2! Return—3-4! Same right—5-8!
2. As Exercise 1, but stretch leg and arms forw.
3. As Exercise 1, but stretch the leg sidw. and the opposite arm obliquely side-upw. Fig. 1.

*Arms upw.—Raise!*

4. Bend trunk backw. and lower wand behind shoulders—1! Fig. 2. Straighten—2! Bend trunk forw. and lower wand in front of shoulders—3! Fig. 3. Straighten—4!

*Arms—Down!*

5. Rise on toes and raise arms upw.—1! Bend knees and lower arms forw., the left down, the right up—2! As one—3! As two, but arms reversed—4!

*To straddle position—Hop! Arms upw.—Raise!*

6. (a) Bend left knee and the trunk sidw. left—1! Fig. 4. Straighten—2! Same right—3-4!
- (b) As (a)—1! Bend to the right—2! Continue in two counts.

*Position—Stand!*

7. Step forw. left, the left arm up, right hand at left shoulder—1! Fig. 5. Rise on toes of left foot, raise right leg backw. and the arms upw.—2! Fig. 6. Return—3-4! Same right—5-8!

8. *Mimetic exercise.* Shooting with bow and arrow. (See Lesson VIII.)  
*Wand at left shoulder—Carry!*

Return wand before doing Exercise 9.

*Left (right)—Face! Hands on hips—Place!*

9. Point sidw. left—1; raise left foot in rear of right knee—2; point sidw. left—3; raise left foot in front of right knee—4; same right—5-8; schottische right and left sidw., raising foot in rear—9-16. Same right.



## LESSON L.

*Arms for thrusting—Bend!* (Starting position for all exercises.)

1. Bend knees and thrust arms forw.—1! Lunge forw. left and raise arms upw.—2! Return—3-4! Same, lunging right—5-8!
2. Rise on toes and thrust arms upw.—1! Lunge sidew. left and lower right arm sidew., the left curved over head (look at right hand)—2! Fig. 1. Return—3-4! Same to opposite side—5-8!
3. Bend trunk backw.—1! Thrust arms upw. (in line with body)—2! Return—3-4!
4. Bend trunk obliquely forw. left—1! Thrust sidew.—2! Fig. 2. Return—3-4! Same right—5-8!
5. Lunge sidew. left and right and thrust diagonally.
6. Step forw. left and thrust arms diagonally—1! Rise on toes of left foot and raise right leg backw.—2! Fig. 3. Return—3-4! Same right—5-8!
7. As Exercise 6, but step sidew.
8. *Mimetic exercise.* Putting the shot. (See Lesson XIV.)  
*Hands on hips—Place!*
9. Point forw. left—1; point backw. left and bend right knee—2; change step forw. left—3-4; same right—5-8; two change steps backw.—9-12; two change steps backw. with a whole turn left—13-16. Same right.



## GAMES FOR SCHOOL YARD

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The limited space in many of our school yards makes free play practically impossible. The stronger and bigger children of the school monopolize this space, while the weaker and the small ones seek safety within the building, or stand along the fence or walls. The result is that the children who need the exercise and fresh air most have the least opportunity for either. The games herewith presented offer an opportunity for organized work during the recess period, which will permit the greatest use of the available space, and at the same time insure healthy outdoor exercise for pupils and teachers.

It is hoped that teachers will take advantage of the opportunity to conserve their own health, as well as that of the children.

*Caution.*—Do not attempt too many games. The children will enjoy a game more when they understand it thoroughly. On the other hand, do not continue one game too long. Teach two or three and change frequently, but do not take any new ones till the old are well learned.

*Materials.*—Each school should have several Basket and Volley Balls; also, for the larger pupils, two or more Medicine Balls. Each child in the primary rooms should have a bean bag. (Oats may be substituted for the beans.) These should be about six inches square. They can be made in the Domestic Science Classes. Half a dozen large "Oat Bags," twelve or fifteen inches square, are also useful. Also several pieces of thin rope, and one about one inch thick and thirty feet long for Tug of War. A number of baskets and some towels (to be used twisted and for blindfolding) will be found useful. Bean Bag Boards, Ring Toss Pins and Rope Quoits (which can be made by the Manual Training Classes) will be enjoyed by the pupils.

*The Value of Play.*—The primary object of play must always be recreation. The hygienic value will result from effective muscular activity which stimulates heart and lungs. Yet we must not lose sight of the *Educational Value*. The training of the motor and sensory nerves, the resulting neuro-muscular efficiency, the development of the sense perception and quick reaction, the acquiring of skill and accuracy, and finally the strengthening of the will power and self-control, and the building of character, are all important results of well-regulated play.

## List of Outdoor Games.

### GRADES V, VI, VII, VIII.

- |                        |                             |
|------------------------|-----------------------------|
| 1. Hopping Circle.     | 16. Three Deep.             |
| 2. Two in a Ring.      | 17. Last Couple Out.        |
| 3. Changing Places.    | 18. Number Race.            |
| 4. Poison.             | 19. Rabbits.                |
| 5. Bull in the Pen.    | 20. Hare and Hound.         |
| 6. Beetle Goes Around. | 21. Passing Relay.          |
| 7. Black and White.    | 22. Over and Under.         |
| 8. Black Man.          | 23. Traveling Ball.         |
| 9. Chinese Wall.       | 24. Throw Ball.             |
| 10. Red Rover.         | 25. Straddle Ball.          |
| 11. Fish Net.          | 26. Dodge Ball.             |
| 12. Lame Fox.          | 27. Battle Ball (Modified). |
| 13. Relay Races.       | 28. Red, White and Blue.    |
| 14. Planting Potatoes. | 29. Kick Ball.              |
| 15. Two Deep.          | 30. Tug of War.             |

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#### 1. *Hopping Circle.*

For this game a rope, or strong cord, ten or fifteen feet long, with a heavy, but soft, object at one end, is required. A small bag filled with sand is the best, but an old overshoe or a piece of garden hose makes an excellent substitute.

Form a circle, facing inward. One player, in the center, swings the rope close to the ground and near the players' feet in such a manner that the pupils must jump in order to allow it to pass. Whoever stops the rope is out and steps aside.

This may be played by running around in a circle in the opposite direction from which the rope is swung, jumping as before to let the rope pass. Also by those forming the circle facing outward.

#### 2. *Two in a Ring.*

Make a number of circles about two feet in diameter. One player, "it," may tag any player who is not standing within the circle. Not more than two players may stand in a circle at one time. The player who first entered the circle may be forced out by a third player entering. There should be one or more circles less than half the number of players.

#### 3. *Changing Places.*

The players form a circle. Each is given a number from one to the number of players. One player, chosen to be "it," and standing in the center, calls the numbers of two players. These players must change places. "It" tries to get in one of the vacant places; if successful, the player left out becomes "it."

#### 4. *Poison.*

A number of pupils grasp hands, forming a circle. A light object is placed in the center of the circle. The pupils try to bring each other in contact with the object ("Poison") by pulling and pushing while moving around it. The player touching "Poison" is out and steps aside.

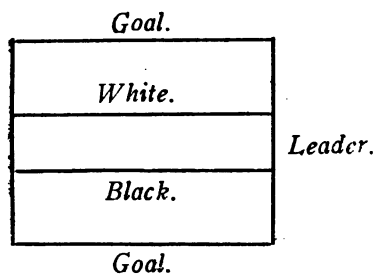
### 5. *Bull in the Pen.*

The players form circles, with hands grasped. One player is in the circle and tries to get out, either by crawling under the hands, jumping or climbing over, or breaking through. If he succeeds in getting out, the two players between whom he passes must run after him. The one who catches him becomes the next center player.

### 6. *Beetle Goes Around.*

The pupils form a circle, standing close together, face toward the center, with hands grasped behind them. One player runs around the outside of the circle, carrying the "Beetle" (a knotted handkerchief or a twisted towel). While doing this he passes the beetle to a player without being seen by the rest. After passing, he calls, "Move on, beetle!" The one holding the beetle steps out, strikes the player to his right, chasing him around, outside of the circle and back to his place, striking as often as possible. The player having the beetle will continue the game by giving it to some other player.

### 7. *Black and White.*



The players are divided into two parties, who stand on two lines about four feet apart, as shown in diagram.

One side is called the "Black," the other the "White Party." The leader has a piece of cardboard, painted black on one side and white on the other, or a cube having three black and three white surfaces. The goal line is behind the players, at a variable distance, according to the size of the playground, but should not exceed fifteen yards.

The leader throws the card or cube into the air. If the white side is up when it alights, the white party runs toward its goal, pursued by the black party, who catch as many of the white as possible. These captives must join the opposing party or they may be put out of the game until it is finished.

If boys only play the game, the captives may be made to carry the captors on their backs to the center.

The game continues indefinitely. The party having the most players at the end wins the game.

This game may also be played by the teacher holding up a piece of cardboard that is of different color on each side. The side having the color shown must run.

Or the teacher may simply call the color which is to run.

### 8. *Black Man.*

The "Black Man" stands in the middle of the yard, facing the others, who are arranged in a line on one side of the school yard. When the center player calls, "Who is afraid of the Black Man?" the others answer, "Not I!" and run across to the opposite side. The center player tries to catch as many of the runners as possible. All those who are tagged before they reach their goal must assist in tagging the others, until all are caught. The last one caught starts the next game.



This game is also known as "Hill, Dill." The player in the center then says: "Hill, Dill, come over the hill, or I'll catch you standing still," whereupon the players run as above.

#### 9. *Chinese Wall.*

In the center of the play space and reaching from side to side two parallel lines, about three feet apart, are drawn, representing the wall. Two goal lines, also reaching from side to side, parallel with the wall, one on each side of it and about twenty to thirty feet distant. One player, the "Builder," stands on the wall facing the other players, who are standing on one of the goal lines. Upon the "Builder's" order to "Start," the players try to cross the wall to the opposite goal line, and the "Builder" tags as many as he can without leaving the wall. All those he tags become his "Workers" on the wall, who must help him tag the others who are now on the opposite goal line. Upon the "Builder's" command to "Start," they again cross over to the other side, and "Workers" as well as the "Builder" tag as many as possible. Neither "Builder" nor "Workers" may leave the wall to tag others. When all have become "Workers," the game begins over. The last one caught is the "Builder" in the next game.

#### 10. *Red Rover.*

One player, "Red Rover," stands in his "den," that is behind a line drawn across one end of the playing space. The other players tease him by calling: "Red Rover, Red Rover, come out of your den. If you catch me or tag me, I'll be one of your men." He clasps his hands, runs out and tries to tag one. If he succeeds, both return to the den, join hands and again venture forth, each player tagged joining the line. Players may be tagged only by the ones at the ends of the line. If the line is broken, either by those forming it or by a player breaking through, those in the line must return to the den. No one may be tagged when the line is broken.

#### 11. *Fish Net.*

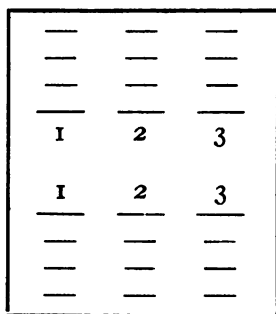
Two goal lines are drawn some forty to fifty feet apart and reaching from side to side of the play space. The players are aligned on one of the goal lines. One player, the "Net," stands on the opposite goal line. At the call, "The Net is coming!" all move forward to the opposite goal, while the "Net" tries to catch a "Fish" by throwing his arms around him. The one caught joins hands with him on the opposite goal line. The "Net" again gives his warning, and as the "Fish" swim to the other side, another one is caught by the "Net," now consisting of two players; encircling him and grasping hands, they take him to the goal, where he joins the net. As the net becomes longer, several fish may be caught at one time. The last one caught is the "Net" for the next game. If the catchers let go of hands the net is broken and those in it are released.

#### 12. *Lame Fox.*

The one playing "Fox" stands in his "den," marked off, preferably in one corner of the yard. The others, the "Chickens," run around the outside and tease the Fox by calling: "Lame Fox, lame Fox, can't catch one of us!" The "Fox" with three long jumps comes out of his den, and then, hopping on one foot, tries to tag one of the "Chickens." When

one of them is tagged it becomes the "Fox" and is chased to the den by the others, who strike him with knotted handkerchiefs. Should the "Fox" in his attempt to tag a "Chicken" put both feet on the ground, he is chased back to the den. He may, however, change feet by hopping from one to the other as often as he gets tired.

### 13. *Relay Races.*



The players are divided into two sides, which are again divided into smaller teams, the members of which stand one behind the other, directly back of the starting line, as shown in the diagram. The opposite teams work together. The first players on one side hold a handkerchief, flag or other light object in the right hand, and at the signal run to their opposite partner, hand the object to the first one of that side, who in turn runs to the opposite side and gives it to the next player there, and so on till all have run. The runners stand behind the ranks toward which they run. The team finishing first wins the race.

### 14. *Planting Potatoes.*

Draw a number of circles a short distance apart on the starting line. On a straight line with each circle mark three or more crosses, six to twelve feet apart. Place the required number of objects (dumb-bells, bean bags, etc.) inside of each circle. A pupil stands beside each circle holding one of the objects in his hand. At the command they run, place the object on one of the crosses marked opposite their ring, return, get the second, place it on the next cross, run back again, get another object, place it on the mark, and so on, till all the objects are placed, when the runners return to their circles. The one finishing first is winner. The next division starts from the circle as before, but gathers up the objects in the same manner that the first runners distributed them, and replace them in the circles.

### 15. *Two Deep.*

The players form a circle facing inward and standing several feet apart. A runner and a catcher stand outside of the circle. The runner starts around the outside of the circle and steps in front of some player, who then becomes the runner. The catcher tries to tag the runner before he gets in front of another player, or, not succeeding in this, he tries to tag the one in front of whom the runner stopped. If he succeeds in tagging the runner, he at once becomes the runner, and the other (the runner) the catcher. Running through the circle or more than half way around it before stopping in front of some one is not allowed.

### 16. *Three Deep.*

Form a circle, facing inward; alternate one step in front of those standing to their right, facing the same way. The players are now arranged in pairs. A runner and catcher are chosen; the former runs around the outside of the circle and steps in front of some couple; there will then be three standing in front of each other. The last one then

becomes the runner. The catcher must try to touch the runner, or the rear one of the three, whereupon he becomes runner and the other catcher.

The success of the game depends upon the frequent changing of places. No runner should pass more than half way around the circle before stepping in front of some one. Running through the circle is not allowed.

This game may be varied by having the couples face each other and the runner stepping between them. The one he faces remains, the other becomes the runner.

#### 17. *Last Couple Out.*

A number of couples stand behind each other. Before them stands the catcher, who calls: "Last couple out—one, two, three!" clapping hands three times. At this call the last two separate, run on opposite sides of the players and try to join hands before the catcher tags one of them. If the catcher succeeds in tagging one, he becomes partner of the one not tagged, and they take their place in front of the others, while the one tagged becomes the catcher. In case the last ones join hands before one is tagged, they take first place and the catcher calls again.

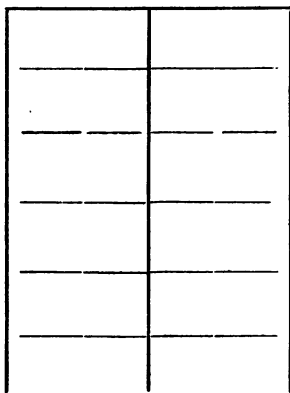
#### 18. *Number Race.*

*Formation.*—Two or more lines. Number the pupils in each line consecutively from one up.

The leader calls a number, and all those who were given that number run around their respective lines, either forward around the first, then back and around the last to their place, or in the opposite direction, as stipulated. The one returning first wins. All pupils must start on the same side, so as to avoid collisions.

In the class room this may be played by having the pupils of each section run around their seats as they are called, the class being seated. The pupils are numbered from front to rear.

#### 19. *Rabbits.*



The play space is an oblong, divided into a number of fields, each about ten by twelve feet. (See diagram.) The players are divided into two teams of equal number, one team being the "Hunters," the other the "Rabbits." The hunters are stationed on the cross lines of the field. When the captain of the hunters calls "Rabbits," all the members of the other team, the "Rabbits," jump into one of the end fields and from there to the next, trying to get through to the other end without being tagged by the hunters on the lines. All must begin from the same end. Those that succeed in getting through, at once begin to come back again in the same manner, and the "Hunters" must

then watch the "Rabbits" coming from both sides. Any one getting safely back calls "Rabbit," signifying a point won for his side. Then the "Rabbits" become "Hunters," and the "Hunters," "Rabbits." The "Hunters" are not allowed to leave their lines with either foot, nor to cross any other line, but are confined to moving sideward to and fro on

their assigned line. The captain, however, may be given authority to move on any line, up and down or across. The "Rabbits" tagged are "dead" and at once leave the field.

#### 20. *Hare and Hound.*

*Material.*—Two bean bags or inflated balls.

*Formation.*—A large circle, counted off in twos. In the school room it may be boys and girls alternating. Ones are one team, twos the other. Each side chooses a captain, who stands in the center, and in turn throws the bag or ball to each member of his team, and the latter returning it to the captain. Each side begins at a different point in the ring, according to agreement; the "Hound" starting 3-5-10 back from where the "Hare" starts.

The object is for the "Hound" to overtake the "Hare." The captain must be sure to throw to each one in turn, and whoever drops the bag or ball must recover it and get back to his place before renewing the game.

When the players are all of one sex, one side should tie a handkerchief to the arm to distinguish it from the other.

#### 21. *Passing Relay.*

The players form in lines, one behind the other, a few feet apart. The leader of each rank is provided with a bean bag, or ball, or any other object. The bag is passed from one player to the next. When the last player of each side gets it, he runs to the head of the line, standing in front of the first, while the others move back. He then sends it on its journey down the line again. This is repeated until the original first player is again in his place at the head of the line. The side finishing first wins.

This game may be played by standing in lines, one player behind the other, and passing the bag over the heads or on the sides of the players.

It may be also played by standing in straddle position, and passing backward between the legs of the players.

#### 22. *Over and Under.*

Arrange players in two or more lines, standing in straddle position. The first player has the bag or ball. At the signal it is passed over the heads until it reaches the last, who runs forward and starts the bag or ball by passing it between the legs of the pupils (under). When the last one goes to the front he starts it overhead, and so on. Continue until the first is again in front. May also be played by throwing for Basketball Goal, after each passage down the line. Each one has three trials, and if Goal is not made, the player starts the ball from the head of the line. Points may be counted for Goals made. With a ball this may also be played by throwing over the head and rolling between the legs.

#### 23. *Traveling Ball.*

Pupils stand in a circle, shoulder to shoulder, facing inward. A runner is stationed outside of the circle. A large ball or bean bag is passed back and forth from one player to the other, pursued by the runner, who tries to tag the person holding the ball at that instant. If he succeeds in tagging one, they change places, and the tagged one becomes runner.

#### 24. *Throw Ball.*

Players stand in a circle about three feet apart. One player is in the center. A large ball is thrown by the players from one to the other. The one in the center tries to get the ball; if successful he changes places with the player who last touches it. A player who throws over the heads of the players so that the ball leaves the circle, or a player who allows a properly-thrown ball to pass, changes places with the one in the circle.

#### 25. *Straddle Ball.*

Players stand in a circle in straddle position, the feet touching. One is in the center. The latter tries to throw a basketball between the legs of one of the players. The players try to prevent this by stopping the ball with their hands. Those forming the circle may not leave their places; whoever moves his feet must go in the center. Also the one who lets the ball through must change with the one in the center.

#### 26. *Dodge Ball.*

Draw a large circle, placing half of the players inside, the other half outside. The outside players throw the ball at those in the center and try to hit them. The center players run and dodge when they see the ball coming. If a player in the center is hit, he is out of the game. The game continues until all are put out; then the sides change places. The center players must not handle the ball.

*Object.*—To see how quickly one side can put the other out, or how many can be put out in a certain time.

#### 27. *Battle Ball (Modified).*

*Playing Space.*—Forty by seventy or eighty feet. Divide the space into halves by drawing a line through the center.

*Object of Game.*—To displace players from the field by hitting them with a basketball or making them miss the thrown ball.

The players may either catch or dodge the ball. The game is played similar to Dodge Ball, except that the players may catch the ball. The ball may also be caught on a bound. If the ball hits any object before the player it is considered the same as a bound. A player is out if he attempts to catch the ball and drops it, or fails to dodge a direct throw; also if he steps over the middle line when throwing at an opponent.

*Scoring.*—The side having the greatest number of players remaining in the field after a certain length of time (two minutes) is winner. A change of playing spaces should be made after each half.

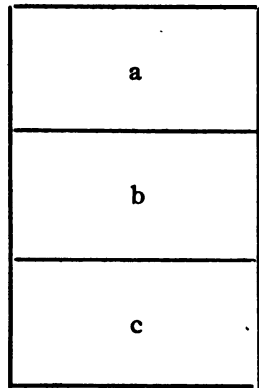
Instead of two, three teams may be formed. The playing space is then divided by marking off one-fourth at each end, leaving the half of the available space in the middle. Any team may play against the other two, i. e., each may try to put members of either of the other teams out.

There should be three equal play periods, the teams changing fields with each period, so that at the end every team has played in each field. At the end of each play period the number out are counted and recorded. At the end of the game the outs for each team are added, and the team having the least number of outs wins. Dodge Ball should be thoroughly understood before trying this game.

#### 28. *Red, White and Blue.*

The play space is divided into three equal fields of approximately twenty by thirty feet (see diagram), a, b, c. The players are divided

into three teams of equal number, called the "Red," the "White" and the "Blue" team. The "Red" team lines up in field "a" on the dividing line between "a" and "b"; the "White" team is grouped in the center of field "b"; the "Blue" team is lined up in field "c" on the dividing line, between "b" and "c." The referee puts the ball (basket or volley ball) into play by tossing it to the "White" team. The one catching it throws it at either the "Reds" or the "Blues." The "Reds" and the "Blues" play against the "Whites," hitting as many as possible until the end of the first inning. The "Whites" hit as many of their opponents as they can, whenever they succeed in getting the ball when it is "dead." A ball is



"dead" after it strikes a player, the floor or a wall. Those playing in fields "a" and "c" are not opponents. No one is allowed to step over the lines dividing the fields. Transgression of this rule is punished by giving the ball to the opponents and adding one to the opponents' score. Those hit by the ball must leave the field promptly. After two minutes of play the referee gives the signal to stop. The number of players left in each field is then counted and the score noted. (See diagram.) In the second inning the "Reds" play in field "b," the "Whites" in field "c" and the "Blues" in "a," the "Blues" and "Whites" playing against the "Reds." In the third inning the "Reds" play in field "c," the "Whites" in "a" and the "Blues" in "b," the "Reds" and "Whites" playing against the "Blues." The scores of the three innings are then added, and the team having the highest total wins.

	1	2	3	Total
Red .....	8	3	9	20
White .....	2	9	8	19
Blue .....	7	8	3	18

### 29. Kick Ball.

The playing field is marked off by drawing two lines ten feet apart, and two parallel lines, the goals, ten feet behind these. All players stand on the goal lines except one, the driver, who stands on the line nearest the opposing team. Those on the goal line all take hold of hands and stand about three feet apart.

The object is to kick a basketball through the opposing line, between two players, but under their arms. When this is done the side having kicked the ball scores two points. If it is kicked over the heads of a team that team scores one point.

The driver may not kick the ball over the goal line, but must try to roll it where his teammates can do so. The driver is changed after each two points scored. The ball may not be stopped or thrown with the hands or the line broken. No score can be made when the line kicking the ball is broken.

### 30. Tug of War.

A rope, about thirty feet long and an inch thick, is required. The players are divided into two equal divisions. Each side then lines up with its-members one behind the other, the two leaders facing. The players on

each side stand alternately on the left and right sides of the rope, which all grasp with both hands. A goal line is drawn behind each division. At the word "Pull!" both sides pull, the object being to pull the opposite side over the goal line.

## FOLK DANCES.

The value of rhythmic movements as a means of self-expression is now generally recognized. Therefore a system of Physical Education that does not include Gymnastic and Folk Dancing is incomplete.

They should, however, be used only as a means to an end, namely, the development of grace and harmony of motion.

It is not the business of the school to teach social dancing, but to make such use of the material at hand as will, in conjunction with other forms of gymnastic exercise, lead to a harmonious development of the whole body.

It is not expedient to print in this manual the number of folk dances that are necessary to meet the needs of the various grades. Therefore a list of dances suitable for each grade is appended. Also a list of books containing these and many other dances.

Of the six dances for each grade, one is especially suitable for boys. Both sexes may, however, learn any of them.

*Caution.*—Do not attempt to teach the six dances in rapid succession. Remember that one well learned is more enjoyable and profitable to the children than several that have not been mastered.

### *Dances.*

#### *Grade V.*

Ace of Diamonds.  
Bleking.  
Hop Mother Anninka.  
Mountain Dance.  
Oxen Dance (Boys).  
The Rill. I.

#### *Grade VI.*

German Hopping Dance.  
Highland Fling.  
Irish Lilt (Boys).  
Reap the Flax.  
Tantoli.  
Finnish Reel.

#### *Grade VII.*

Gotlands Quadrille.  
Kamarenskaja.  
Reel of Four (Boys).  
Rheinlander.  
Ribbon Dance (Girls).  
The Rill. II.

#### *Grade VIII.*

Csardas.  
Czobogar.  
Highland Fling (Boys).  
Sailor's Hornpipe (Boys).  
Santiago.  
Tarantella.

### *Books Recommended.*

"Folk and School Dances," by Emil Rath. Published by the Normal College, Indianapolis, Ind.

"Folk Dance Book," by C. Ward Crampton. Published by The A. S. Barnes Company.

"Folk Dances and Singing Games" and "Dances of the People," by Elizabeth Burchenal. Published by G. Schirmer.

"Swedish Folk Dances," by Niles W. Berquist. Published by The A. S. Barnes Company.

"Folk Dances and Games," by Caroline Crawford. Published by The A. S. Barnes Company.

"Games and Dances," by William A. Stecher. Published by John Joseph McVey.

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